

A Comparative Analysis of two English Textbooks used in Upper Secondary School

by

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1. Introduction

1.1 The aim and structure of the thesis

The main purpose of this thesis is to compare and contrast some aspects of two English textbooks, *Passage* and *Across*, used in the foundation course in upper secondary school for general subjects, by asking the students about their experiences and opinions of the books. In addition I found it interesting to make inquiries about their attitudes to English in general, how they imagined the ideal textbook and if they thought their English skills and knowledge had improved in the course of the school year.

Another central field of interest was to explore how the two textbooks dealt with pre-reading activities and the students' experiences with such exercises. I therefore decided to construct a questionnaire, because I thought that would be the easiest way for me to collect information from the students, both regarding attitudes to textbooks and pre-reading activities. As a consequence of this my thesis will include the research study, the presentation of the two textbooks and pre-reading activities. In addition the theoretical background for the pre-reading activities and the theoretical framework for the National Curriculum 1994 will be dealt with.

Research in this context means "empirical research". According to "The Free Encyclopedia, Wikipedia," "the term *empiricism* comes from a Greek noun meaning "test" or "trial". The -pir- is ultimately related to the -per- of the Latin word *experientia*, which means *experiment*. It is generally taken as a fundamental requirement of the scientific method, that hypotheses and theories must be based on observations of the natural world, rather than on intuition or faith."

In the *present chapter* I will present my research questions and mention why I needed to ask these specific research questions. I will further say why this topic area aroused my interest and briefly explain some terms and sources I have used during the process.

The *second chapter* will include the theoretical part of the thesis, where I intend to examine theories about teaching and learning and see how these are reflected in the 1994 syllabus. Additionally it will be of interest to examine to what extent this has had any influence on the textbooks. The historical background of the concept of pre-reading activities and the theories which are linked to such activities, will also be thoroughly discussed. Furthermore, I want to examine whether these activities are embodied in the *Curriculum for Upper Secondary Education English Common General Subject for all areas of study* from 1994, hereafter called the 1994 syllabus.

In *chapter 3* I will present the two textbooks and shortly explain the differences between them. One section will also deal with the storyline approach in *Across*; what it is, its origin and why the authors have chosen this teaching approach.

Chapter 4 will deal with the methods and principles for designing and carrying out research; specifying the differences between quantitative and qualitative research methods and which method I chose and its required elements. In addition I will present the questionnaire and the survey questions. The next step will be to give some information about constructing and administering the survey. Finally the type of material collected will be dealt with.

Chapter 5 is devoted to the analysis and comparison of the pre-reading activities in the two textbooks. I want to present different types of pretextual activities in general, before I pick out and classify these activities in the two books studied. Furthermore I will present and explain typical examples of these activities from the two books and finally a table of the frequency of the different categories in the two books will illustrate differences and similarities.

Chapter 6 will discuss the students' answers and their reference to the research questions. These will be dealt with in due course.

Finally *chapter 7* will briefly sum up the main contents of the thesis and discuss some of the findings. I will also try to look ahead and reflect on some of the aspects dealt with in this thesis.

1.2 The research questions and their purpose

According to an internet article “Methods and Study Skills Toolkit” (Why do I need specific research questions?) from Alan Bryman’s book *Social Research Methods: 2e*, chapter 2 and 26, research questions help to focus your attention on a specific topic area. The process of inventing research questions usually begins with a general interest in a topic. You then try to formulate a focused specific question that you could realistically research. It is important to have a clear idea of what exactly you want to find out. The questions should be clearly defined and neither too broad nor too narrow. They also help you to search the literature more effectively, choose an appropriate research method and focus on your data analysis (Bryman 2004: ch.2: page 1 from the internet extract, slightly simplified).

In developing the research questions it will be an advantage to be familiar with the area on which the research focuses, and since I have been a teacher for more than thirty years, I feel I am quite experienced in that field. Concerning the number of research questions Colin Robson (2002: 58) claims they may vary from three to over ten. He further argues that in a small-scale world study four to six questions is a fair rule of thumb. In my study, which is definitely a small-scale study, I finally came up with four research questions (see below).

Characteristics of good research questions (based on Keith Punch’s textbook *Introduction to Social Research*, ch. 4 “Elements of the Survey” 1998: 46) are as follows:

- *Clear:* They are unambiguous and easily understood.
- *Specific:* Their concepts are at a specific enough level to connect to data indicators.
- *Answerable:* We can see what data are required to answer them and how the data will be obtained.
- *Interconnected:* They are related to each other in some meaningful way, rather than being unconnected.
- *Substantively relevant:* They are interesting and worthwhile questions for the investment of research effort.

Punch further maintains in his book that

“the essential idea of the empirical criterion for research questions is that a well stated research question indicates what data will be necessary to answer it. It is useful to apply this criterion to all research questions, as they are developed. Another way of saying this is that “a question well asked is a question half answered”: the way a well asked question is stated shows what data will be necessary to answer it. Since empirical research means collecting data, we will not know how to proceed if the research questions do not give clear indications of the data needed to answer them. This criterion applies most clearly to prespecified research questions” (Punch 1998: ch. 4: 44).

In addition to the purpose of the research the interest or concern about the topic, the knowledge about the relevant topic area, which will assist you in planning the research, it is also necessary to have in mind that the answers to the research questions are supposed to make a contribution to the topic area. Traditionnally a research project initiated by teachers are commonly concerned with pragmatic outcomes such as improving learning, evaluation of teaching practice or gaining a deeper understanding of classroom practice in general (notes from lectures “Metodekurset”¹). These were aspects I had to consider carefully when designing the research questions below, as well as the survey questions, which I will present and deal with in 4.5.3 in this thesis.

My research questions will primarily be answered through analysing and comparing the students’ answers, paying special attention to differences but also to similarities. In addition it will be necessary to see the results with reference to the two textbooks.

Robson in his *Real World Research* says about answers to research questions that

“the real world won’t be as neat and tidy as you think. Some questions may remain unanswerable, but this is not a capital offence. If you have got answers to some of the questions you should be satisfied, and this will help you do better as a researcher in the future. You might even end up with no answers to relevant research questions, but you should not worry about that. You might also come up with unexpected and interesting findings, which might modify your research questions. There is nothing wrong in adding a further research question, providing it is relevant to your purposes” (Robson 2002: 83, slightly simplified).

I finally came up with the following *four* research questions:

¹ In the autumn of 2004 I attended the course “Metodekurset”, which among other things dealt with research and data analysis of a research study. The knowledge I got has been of great help in writing this thesis.

- 1) What do the students think about the organization and introduction of texts and contents in the two books and the outcome of the teaching?
- 2) Do students' answers about the strong and weak aspects of *Across* correspond with those of *Passage*?
- 3) How do the students imagine the ideal textbook?
- 4) How do the two textbooks deal with the pre-reading activities, how often are they used in the lessons and what do the students think is the purpose of such activities?

1.3 The reason for the topic area

The two textbooks, which I am going to deal with; *Passage* (2000) and *Across* (2004), both first editions, are based on the current syllabus from 1994. They have the same theoretical background for their approach.

I have used *Passage* since 2000, but have only one year's teaching experience with *Across*. However, in my opinion *Across* differed so much from *Passage*, in the way texts and contents were organized and introduced, that towards the end of the school year 2005, I decided to construct a questionnaire to get to know the students' reactions and personal opinions of the books, and to see if theirs corresponded with mine. My decision was primarily driven by my interest and concern about teaching in general and students' opinions and needs in particular. So the idea originated first of all from my own direct experience. In addition I must admit that I have been influenced by frequent discussions among English teachers, and in particular after the introduction of *Across* at the school where I work. These were the initial reasons for doing this study.

An additional aspect was that in the past few years great emphasis has been placed on the *learner* as the main focus of attention in teaching. There has also been a tendency to focus on learners' needs. In the internet article "*Learning from the Learner*" Ignacio M. Palacios Martinez, the author, claims that "English-language teachers should learn continually from their students and incorporate everything they learn into their teaching"

(Martinez 1993: 44). The writer goes on listing things that teachers may learn from their students by asking for attitudes or an evaluation of some kind by means of a questionnaire:

- Their attitudes towards English: What are their attitudes to English as a language compared to English as a school subject?
- Their Motivations: Are they interested in British/American culture and literature?
- Their Preferences for Teaching Materials: What sort of textbooks do they like best? Do they like having a glossary of vocabulary at the end of the textbook? What sort of topic do they like best?
- Their Preferences for Teaching Activities: What activities do they find most interesting/ useful? How do they rate the various teaching activities?

Many other factors were also included in the above list in the article by Martinez. What items to include, will of course depend on the teacher's objectives when constructing a questionnaire. I found those relating to my own thesis most interesting.

I agree with the author of this article that the knowledge of what the students want, need and think should finally result in a general improvement of teaching and learning. So this was also a reason for me to conduct my study.

According to Robson (2002: 47) "much real world research is sparked off by wanting to solve a problem, or a concern for change and improvement in something to do with practice."

I had in mind before my research study began, that the outcomes of the data collected might challenge my assumptions or hypothesis, but that idea did not prevent me from conducting the study. I made a claim based on what I thought I might find. Formulating a

hypothesis I hoped would help me test whether my research questions were specific enough and would guide me in designing a suitable research study. I had the following hypothesis:

Across with its untraditional organization and presentation of texts and contents and its fairly easy language would create a higher motivation for learning and accordingly lead to a conception of better English skills and knowledge. Pre-reading activities as important aspects of each text in Across and Passage were frequently used as oral activities in the classroom.

1.4 Sources and definitions

My main sources are the two textbooks and their teacher's guides. In addition the 1994 syllabus and its accompanying methodology, *Metodisk Rettledning Engelsk Grunnkurs*, have been frequently used. I have also examined the 2006 syllabus, in force from August 2006. Secondary sources have been books and notes from earlier courses I have taken. In addition internet articles and extracts have also been of great help and importance working on this thesis. Previous "hovedfags- og masteroppgaver" have given me relevant information and some good advice on different topics as well.

When writing this thesis, I often ran into problems concerning my terminology. Some of the terms will briefly be explained below:

Syllabus or curriculum:

Having seen both terms being used for the same purpose, I chose the term syllabus in this thesis, which refers to the subjects that are studied in the foundation course in English. The syllabus is taken from *the Curriculum for Upper Secondary Education English Common General subject for all areas of study* from 1994.

Students or pupils:

I chose the term "student" as the main term in this thesis. I thought the term "*pupil*" would be more appropriate in the lower classes "*Learner*", however, was relevant too, because I feel it implies an active person, which is important in a school context.

However, it is quite a personal matter, and I am aware of the fact that other people might have chosen differently. The term used in my research study will in addition be *respondents*.

1.5 Summing up

In this chapter I have introduced the topic of my thesis and the reason for this choice. I have also presented my research questions and explained why these questions are important when constructing a questionnaire and when analysing the results. To avoid confusion I have tried to give a brief explanation of some significant terms I have used. Finally I have indicated some of the sources I have employed during my work on this thesis.

2. Theoretical exploration

2.1 The National Curriculum 1994 and its theoretical framework

In the present section I will focus on the theories and documents, which the 1994 syllabus is based on and see if these theories or documents are reflected in the syllabus.

Additionally it will be of interest to examine to what extent this has had any influence on the textbooks. It will also be relevant to consider the *Scope*-document of 1986 from the Council of Europe as well as the Council of Europe's document *Threshold level* 1990 and to examine if they have had any influence on the 1994 syllabus. As the two textbooks, *Passage* and *Across*, are based on this syllabus, the targets and competence concepts of the syllabus should in fact be reflected in the textbooks. Because of the scope of the thesis I want to confine myself to ideas and concepts dealing with the oral aspects of the language; the comprehension skill reading and the production skill speaking. The reading aspect will primarily be discussed in connection with the pre-reading activities in chapter 5.

In this connection there is one term, which needs to be explained before I continue; namely *communicative competence*, which is actually a well-known concept among teachers and educationalists. For a long time the term, linguistic competence, was the main term for the native speaker's competence, stressing language competence, being able to understand and produce sentences. Studies showed that this concept left out important aspects of a speaker's *social, situational and cultural competence*. This brought forth a new concept; *the communicative competence* (Simensen 1998: 78-79).

It was important to learn the cultural norms of different countries, and to begin with I will illustrate this by giving one example from A. M. Simensen's book *Teaching a Foreign Language*: This example is taken from a programme in management training for British business people. It focuses on differences in eye contact patterns between native speakers of English and native speakers of Norwegian. Norwegians typically look at the person they are talking to steadily in the eyes without altering their gaze. The British usually look away sporadically. This can influence a conversation between these two types of speakers.

The Englishman would think “I wish this man would stop staring at me”, while the Norwegian would ask himself “Why is he being so shifty?” As noted above, this example is taken from a training programme for British business people. The aim of this is the teaching of cultural norms; i.e. what kind of behaviour, including non-verbal, British business people might expect from their European business partners speaking English as a *lingua franca* (Simensen 1998: 78, slightly simplified).

The person who first thought of the *communicative competence concept*, was the sociologist *Dell Hymes*, and he defined *communicative competence* as a competence of “*when to speak, when not and as to what to talk about with whom, when, where, in what manner*”. This competence will enable a native speaker to *produce* and *understand* utterances *in relation to specific contexts, social and situational*. Hymes formulated eight decisive components for how communication develops. These are included in the word SPEAKING, designed to help the memory. Each letter refers to the key word of each component. One example will illustrate this: *S: Setting: where, when and what you can talk about in different cultures* (Hymes in Simensen 1998: 79).

This concept led to a series of studies, but I will only deal with factors which are of interest to my thesis.

In 1.3 “The Reason for the Topic area” I touched on the *learner* as the main focus of attention in the past few years. The present dominant learning theories may be characterized as *mentalistic* and *cognitive*.

- *Mentalistic* because they focus on what the learner brings to the task in terms of innate mental features.
- *Cognitive* because they focus on the processes of the mind; i.e. on the development and use of knowledge or cognitive structures
(Simensen 1998: 80).

The importance attached to *meaning* is also reflected in several of the teaching methods since the 1960s, and it was a key word in the syllabus *Mønsterplanen for Grunnskolen* 1987. This emphasized that learning takes place through meaningful input and through systematic practice, influenced from mentalistic but also behaviouristic ideas. *Meaningful*,

interesting and relevant listening and reading materials have been emphasized. But this also means the use of activities where students are encouraged to express *meaning*, personal opinions and feelings. I will return to the concept of knowledge structures or schemata in 2.2.2 in relation to theories behind the pre-reading activities.

The concept of *communicative competence* became more clearly defined during the 1980s, particularly with the *Scope*-document of 1986 from the Council of Europe. This new theoretical insight related first and foremost to aspects of *language in context* expressed as components of communicative competence. It also related to new ideas about second language learning and *new knowledge about the learner*. It presented six components of communicative ability, among these was the *discourse component*. These are further discussed and specified in the document *Threshold Level 1990*, also produced by the Council of Europe. This document includes four components of the communicative competence concept and one newly defined; *structuring discourse*, which focuses on how reading and writing texts are structured. The sociocultural component included focuses on culture as the way of life in a society and the *communicative* behaviour of its members. It also gives three rules of *politeness*, in order to help learners socialize more easily with native speakers of English (Simensen 2002, handout).

Threshold 1990 document also includes other central concepts:

- Emphasis on insightful learning.
 - Development of consciousness in learning (personal communicative needs and aspects of the learning process).
 - “Learning to learn” (individual differences and learning strategies)
- (Simensen 1998: 110).

The Council of Europe has also developed a document providing a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. This document called *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* from 2001 describes achievements of learners of foreign languages across Europe. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe. It is the result of extensive research and ongoing work on communicative objects, as

exemplified by the *Threshold level* concept. In November 2001 a European Union Council Resolution recommended using this document to set up systems of validation of language ability. Six reference levels are becoming widely accepted as the standard for grading an individual language proficiency. Among other things it includes qualitative aspects of spoken language use, where coherent and cohesive discourse/ “*discourse coherence*” are stressed as important criteria for assessment. It seems that linguistic elements once again is a subject of current interest. This document has had no influence on the 1994 syllabus, but it is interesting to experience how public opinion moves from one extreme to the other during a period of time. In this project, internet-based tests of English for four grades (4th, 7th, 10th and 11th grade) in the Norwegian school system were developed. The tests were linked to the levels described in *The Common European Framework of Reference for Languages: Learning, teaching, assessment*. The former Norwegian government with Kristin Clemet as the minister of education carried out these tests 2005 with no immediate success, and for several reasons the project has temporarily been put on ice. This document is not of any particular importance to my thesis.

As we will see, the *Scope- and Threshold* documents have obviously influenced the 1994 syllabus, where *the communicative and meaningful* aspects of second language teaching have been emphasized.

The six components from the *Scope*-document; linguistic competence, sociolinguistic competence, discourse competence, strategic competence, sociocultural competence and social competence, are not copied into the 1994 syllabus, but they are easily recognisable in seven aims or focal points in chapter 3 about the criteria for evaluation. The social and sociocultural aspects of communicating in a foreign language are emphasized, and so is the sociolinguistic aspect in the focal point saying “to know how the social context affects the use of the language” (1994 syllabus: 26). The syllabus claims that “language learning consists of *acquiring knowledge and mastering skills*” (26). They are the first four out of six targets:

1. Comprehension of spoken English.
 2. Comprehension of written English.
 3. Use of spoken English.
 4. Use of written English
- (27-28).

Each target is followed by specifications about how the different skills are to be mastered. As far as I can see, no instructions about activities can be traced.

The syllabus includes a section on evaluation, and here the main goal for the teaching is expressed as follows: “The aim for the teaching is that the pupil should obtain a high level of *communicative competence*” (1994 syllabus: 58, my translation). The six components from the *Scope-* and *Threshold* documents are arranged as evaluation criteria in the final assessment of the pupil. These documents from the Council of Europe have been of great importance to the 1994 syllabus, seeing that the practical use of the language is emphasized.

Instructions about activities can be traced in the additional publication *Metodisk Rettleiing Grunnkurs Engelsk*, where the targets, issues of planning and approaches are discussed. I will come back to this publication in 2.2.3 when discussing the pre-reading activities and the syllabus.

2.2 Theoretical and historical background of the concept of pre-reading activities

A textbook or workbook usually have many exercises dealing with the topic in question. Reading exercises may come before, while or after the reading of a text. Exercises which precede the actual reading of a text are often called *pre-reading activities*. They are a product of the schema theories of cognitive psychology which will be dealt with in 2.2.2. They primarily aim at activating the relevant schemata or knowledge structures that the reader needs in order to make sense of the text. P. Ajideh, an ESL² reading instructor in a university in Iran received from his students, after having worked with schema-theory-based pre-reading activities for one term, many positive retrospective comments, as e.g. “Secondly, we can improve our reading speed by predicting the following contents. Thirdly, we can associate our knowledge we have concerning the topics and it can help to make our learning much more easier” (Ajideh 2003: 11). Furthermore the students claimed that doing the pre-reading activities made it easier to understand the meaning of the text as a whole, as well as the meaning of unknown words and sentences (Ajideh 2003: 11, slightly simplified).

² The study of English as a second language.

Since chapter 5 on the whole will deal with *pre-reading activities*, it is both necessary and useful in this chapter to take a closer look at the theories behind them, which usually have some influence on both syllabus design and teaching methods. Section 2.2.1 and 2.2.2 will therefore focus on the theoretical and historical background of the concept of pretextual activities. This includes when and why this idea turned up. The *1994 syllabus* and *its methodology* for the foundation course in upper secondary school will be investigated in 2.2.3 to examine if pre-reading activities are included. Finally it will be of interest to find out if pre-reading activities and their purposes are included in the teacher's guides to the two textbooks. This will be dealt with in 2.2.4.

As a consequence of this this section will primarily deal with the learning theories behind the pre-reading activities, and among the many relevant theorists I have chosen D. Ausubel's theory as the most relevant learning theory for my purpose. As outlined in 2.1 more focus has been placed on the learner in educational context, and the present dominant learning theories may be characterized as *cognitive* and *mentalistic*, which will be further discussed in 2.2.1. That section will furthermore focus on Ausubel and his cognitive theory, while 2.2.2 will present, explain and discuss the schema theory and its theoretical and historical background.

2.2.1 Cognitive learning theory

Since there are a great number of relevant learning theorists, I found D. Ausubel's *cognitive learning theory* most appropriate. This section will deal with him and his theory.

During the past two-three decades second language learning has been influenced by studies of the *learner* and his *language*. As already indicated in section 2.1 the current dominant learning theories may be characterized as *mentalistic* and *cognitive*.

- *Mentalistic* because they focus on what the learner brings to the task in terms of innate mental features.
- *Cognitive* because they focus on the processes of the mind; i.e. on the development and use of knowledge or cognitive structures (Simensen 1998: 80).

According to an internet excerpt, ISD Portfolio – Knowledge Base/Assimilation Theory, S. McGriff, a doctoral candidate at the Pennsylvania University, says that the two major categories of learning theories in the twentieth century have been the *behavioral learning theories* and the *cognitive learning theories*. *Behaviorism* was the predominant school of thought in the first half of the twentieth century. According to the behaviorist view, the only things worth studying about learning were observable behaviors. While most behaviorists did not deny the existence of mental activity, they did not speculate about the thinking processes. Today *cognitive learning theories* are the dominant influence on instructional design practice. The difference of cognitive learning theory compared with behavioral theory is that cognitivists place much more emphasis on factors *within the learner* and less emphasis on factors within the environment (McGriff 2001: 1-2, slightly simplified).

The theory of *cognitive psychology* was presented around 1960 as a reaction to the theory that language should be learnt by repetition of correct language structures. *Cognitive theory*, however, revolutionised the view on how language learning takes place in claiming that we are born with a creative device for language learning. This was adapted by among others Ausubel, whom I will come back to later in this part of the thesis.

There are a number of learning theories which deal with both *mentalistic* and *cognitive* aspects, and according to Simensen “L2³ learning is viewed as a product of more general mental faculties. Among the most important characteristics are the idea of a continuous restructuring in learning of already existing knowledge structures and the emphasis on the role in learning of *meaningful* language material. These theories underline the active, constructive and planful participation of the learner in the learning process” (Simensen 1998: 84).

Cognitive learning theory is also known as “The Theory of Meaningful Learning”. According to Simensen to qualify as *meaningful* two conditions in learning must be met. Learning must

- 1) involve *active* mental process. (Existing cognitive structures are continuously being restructured.)

³ Second language (practically any language learnt after first language/mother tongue).

- 2) be relatable to (associated with) the learner's existing knowledge or cognitive structures. (It must not be too far above the existing language level of the learner.) (Cf. Simensen 1998: 84).

According to McGriff's ISD Portfolio/Assimilation Theory

“the key idea in Ausubel's theory is the concept of *meaningful learning*. According to Ausubel meaningful learning is a process controlled by the learner in which new information is related to an existing relevant aspect of the learner's knowledge structure. In other words, the learner connects the new piece of information to information already known. Call it assimilation of new information into existing knowledge frameworks” (McGriff 2001: 1).

Ausubel believes that *meaningful learning* is crucial for classroom instruction. In Ausubel's view, to learn meaningfully, the students must relate new knowledge to what they already know. He proposed the notion of an *advance organizer* as a way to help students link new learning material with existing related ideas and to focus attention on meaningful learning. These organizers are previews of the subject material that is to be presented. An *advance organizer* can be a video clip, a discussion, a concept map, a graphic, pictures, titles of stories, a grammar rule or a verbal phrase (the paragraph you are about to read is about Martin Luther King Jr.). According to the cognitive psychologists, the advance organizer should help the students learn new information (internet extract: Template 2.10. Meaningful Learning Model: 1).

The following example from an internet extract “The Learning Theories of Ausubel: The Importance of Meaningful and Reception Learning” will illustrate the concept of an *advance organizer*: “Before introducing a lesson on brown bears a teacher might have her students read a history and geography of Admiralty Island. By providing this *advance organizer*, students may have a better chance of organizing the information regarding the brown bear's habitat, territorial patterns and nutrition” (Thompson 1999: 1). In the same article it is further claimed that

“*advance organizers* are believed to have different results for good versus slow learners. Because most good learners already have the ability to organize new information, the organizers have little additional effect. But for slow learners, both Ausubel and Fitzgerald believe that organizers are extremely helpful as this group of students need additional help structuring their thinking” (Fitzgerald:1962, cf. Thompson 1999: 1).

Ausubel broke down the process of learning to three steps: what will the person learn, what the person wants to learn, and what did the person learn?

His learning model consists of three phases, which are illustrated below:

Phase one:	Phase two:	Phase three:
Advance organizer	Presentation of learning task or material	Strengthening cognitive organization
Clarify aim of the lesson	Make the organization of the new material explicit	Relate new information to advance organizer
Present the organizer	Make logical order of learning material explicit	Promote active reception learning
Relate organizer to student's knowledge	Present material and engage students in meaningful learning activities	

(Template 2.10. Meaningful Learning Model: 1-2).

Simensen says “it is also suggested in the theory that teachers may sequence and organize new knowledge in teaching in such a way that it facilitates learning. And *advance organizers*, for example, are recommended for the purpose of activating relevant existing cognitive structures before new knowledge is presented” (Simensen 1998: 84).

The *mentalistic* and *cognitive* learning theories, emphasizing the importance of *meaning*, have set an example in several later teaching methods, in particular regarding the importance of *meaningful*, interesting and relevant listening and reading materials. The use of activities where students are encouraged to express *meaning*, personal opinions and feelings is also of great importance in this connection (Simensen 1998: 86, slightly simplified).

2.2.2 Knowledge structures or schemata

The focus on *meaning* and *knowledge structures (schemata)* in theories of second language learning over the last 25 years is also reflected in theories of language *comprehension*. *Reading* as a relevant comprehension skill will be dealt with below.

In the 1970s there was a considerable change concerning the conception of the *reading process* of second language learners. A development towards the importance of *meaning* both in foreign language teaching as well as in theories of language comprehension and learning was emphasized. The mechanically-oriented teaching method was gradually replaced by meaning-oriented methods. Reading to get hold of the meaning of a text required another way of *reading*. Instead of reading “bottom-up”; from word to meaning, the so-called “top-down” model, from meaning to word should be focused on. Thus the top-down conception of reading gradually replaced the bottom-up conception. This involved an emphasis on the development of a *cognitive skill* as a basis for an approach to develop communicative abilities. This conception of reading maintains that the reader starts with a general idea, or a *schema*, of what the text is about. This idea is originated from prior experience or previously obtained knowledge. This is actively used in interpreting the text on the page. Two stages of importance for the development of meaning-oriented model of reading may be distinguished: psycholinguistics in the 1970s and schema theory in the 1980s (Simensen 1998: 87, slightly simplified).

To clarify the nature and function of *schemata*, I will first take a brief look at their historical background. Plato worked out the Greek doctrine of ideal types, such as the perfect circle that exists in the mind, but which no one has ever seen. The philosopher Kant further developed the notion and introduced the word schema. For example, he described the “dog” schema as a mental pattern which “can delineate the figure of a four-footed animal in a general manner, without limitation to any single determinate figure as experience, or any possible image that can be represented in concreto” (Kant 1781). Thus, important features of the schema concept can already be found in the writings of the philosopher Kant in the 18th century where he speaks of “innate structures, which organize our world”. According to Brewer (1999) Bartlett developed the schema construct in the 1920s, but not until the 1970s and 80s did cognitive psychology pay attention to this concept. The reason for the 50 years’ delay was that *behaviorism* was the dominant intellectual framework in psychology, and human mind was not of importance. Bartlett’s ideas about human memory were swept aside by behaviorism, but in the 1970s a return to more mentalistic approaches to human memory provided a good climate for revival (Ajideh 2003: 3-4, slightly simplified).

In his article Ajideh further refers to a number of theorists having developed theories of reading which place great importance on the role of the reader and the knowledge he brings

to bear on the text in the reading process. These theories, which still dominate *reading research* and influence teaching practice, draw heavily on *schema* theory (Ajideh 2003: 3-4, slightly simplified).

One prominent *reading theorist* had an influence on the early development of top-down models: *Kenneth Goodman*. In his paper from 1967 “Reading: A Psycholinguistic Guessing Game”, he characterized reading as a “psycholinguistic guessing game”, which involved “partial use of available minimal language cues selected from perceptual input on the basis of the reader’s expectation. As this partial information is processed, tentative decisions are made to be conformed, rejected or refined as reading progresses” (Goodman 1967: 127-128). His theory is possible because the reader brings a great amount of knowledge, attitudes, beliefs, etc. to the reading job. On the basis of this the reader can guess what the text is about. During the reading he will experience whether he was right or wrong. In this model previous experiences and background knowledge of the learner should be the motive force in the reading process (cf. Simensen: 1998: 87).

The role of *schema theory* in top-down models of reading, which developed in the 1980s, is a continuation of Goodman’s psycholinguistic theory. The role of the reader’s background information, attitudes, beliefs, etc. is explained in schema theory. This conception of reading takes for granted that the reader starts with a general idea, a schema, of what a text is about. A schema may be defined as a pre-existing knowledge structure based on previous experience and obtained knowledge. These mental structures may be used for definite situations or circumstances. Studies and experiments have showed that background information makes comprehension and memory of texts easier. On the other hand they also show that comprehension and memory suffer when readers lack the corresponding schema to the text they are reading. Thus in a classroom different interpretations of one and the same text may exist. Because of this the learner or reader plays a more creative and constructive part than earlier. The reader predicts or makes hypotheses about the contents of the text. The expectations of the learner will also be a motive force in the process (cf. Simensen 1998: 88).

As noted above many theorists have supported this *cognitive learning* theory, and many experiments have been made in that field. Brandsford and Johnsons’ (1972: 722)

experiments on three types of text presentation situations confirm *the importance of a context before text presentation for the activation of a schema*:

- Without any title.
- With the title “Washing Clothes” as a context *after* text presentation, and
- With the title “Washing Clothes” as a context *before* text presentation.

According to schema theory, it was only in the last situation that the schema was activated at a proper time and thus facilitated the comprehension of the text (cf. Simensen 1998: 89).

2.2.3 The Curriculum and pre-reading activities

Having looked through the general information about English in the 1994 syllabus and the attainment targets and focal points I can not find pretextual activities mentioned as an important aspect in the teaching of English at this level. The main purpose of these activities “to activate the students’ previous knowledge” is not included in the 1994 syllabus either.

However, there are *some indications* in chapter 1 “General information” which can be transferred to the purpose of these activities; for instance the learners’ background knowledge, experience, motivation and interests, which are important factors in a pre-reading activity. The importance of comparing their own culture with the English culture will provide the learners with new impulses and obtain insight into other people’s cultural heritage and ways of thinking and living. Reflections on differences and similarities are often involved in pre-reading activities. The learners’ own motivation is a major factor in language learning, and one of the purposes of a pre-reading activity is actually to motivate the learners or sharpen their interests in learning English (1994 syllabus: 24, slightly simplified).

Chapter 2 “Attainment targets and focal points” points out that “language learning consists of *acquiring knowledge and mastering skills*” (1994 syllabus: 26).

One of the four skills, *the use of spoken English* (target 3), is the one mostly applied in a pre-reading activity, and as one of the aims of the learners’ study of English is to be able to use English and develop social skills needed to communicate in various situations, pre-reading activities can be related to the 1994 syllabus of English. The learners should also be able to express and explain own attitudes and opinions naturally and easily in conversations and

discussions, be able to give an oral presentation of an experience and finally communicate some distinguished features of Norwegian culture. A pre-reading activity may take care of all these factors (1994 syllabus: 28, slightly simplified).

Target 4, *the use of written English*, emphasizes the importance of being able to express and explain own attitudes and opinions in writing meaningful sentences as well as writing keypoints. This coincides with some pre-reading activities too (1994 syllabus: 28, slightly simplified).

However, instructions about pre-reading activities can be traced in the additional publication *Metodisk Rettleiing Grunnkurs Engelsk*, which is a methodology for the foundation course in English. It discusses possible activities, issues of planning and methods under each target. On page 39 I have found two examples which are meant to be done before reading the succeeding text (my translation):

- 1) Many texts have illustrations. Before the pupil starts reading, the class or the group may discuss the illustrations. The question will be: “What kind of story is this going to be?”
- 2) Different kinds of writing activities can also be used before reading a text. The teacher may provide the pupils with words or expressions central to the topic of the text, and ask the pupils to make associations around the words or expressions. If childhood is the topic, the pupils may spend some minutes on writing about experiences from their own childhood

(*Metodisk Rettleiing*:1994: 39).

The central aim of gaining as high level of communicative competence is further discussed in this book, and it also describes its basis and background. The methodology is according to Sheils:

“A communicative approach is essentially learner centred. Learners’ communicative ability is developed through their involvement in a range of *meaningful*, realistic, worthwhile and attainable tasks. It interests them by focusing on relevant themes and by giving them some choice in selecting texts and tasks to meet the aims and objectives of the syllabus. Communicative language teaching emphasizes the development of learners’ ability and willingness to use the language appropriately and accurately for the purposes of effective communication. Priority is attached to understanding, negotiating and expressive *meaning*” (Sheils:1988: 1, quoted in *Metodisk Rettleiing* 1994: 13-14).

2.2.4 Teacher's Guide

A textbook is usually accompanied by a *Teacher's Guide*. This book is meant to provide support for teachers so that they can guide learners to the most efficient use of their textbooks. In fact, the two books complement each other. The teacher's guide should represent the underlying theory of the textbook while the textbook represents the theory put to practice. Thus the teacher's guide may provide valuable explanation of the theoretical foundation of the exercises we find in a textbook. The teacher's guide will in this thesis only be discussed in relation to the pre-reading activities and their purpose.

After having looked closely in *Passage Teacher's Guide* for information about these activities, I discovered the following sentences on page 39: "What the learners know about a topic and which expectations they have are probably of greater importance than knowing the meaning of each word. This is the reason why learners often understand a text better if they have done a pre-reading exercise before they start" (Teacher's Guide: 28, my translation). On the other hand, the teacher's guide does not mention anywhere that these activities shall be done orally or in writing, but having looked at all the activities in *Passage*, I discovered some indications concerning this aspect. This will be dealt with in detail in chapter 5.

As to *Across Teacher's Guide* the following is said about these activities, which are called *Trigger Questions* in this book: "Trigger Questions start thought processes – based on what students may already know" (Teacher's Guide: 6). In addition the introductory pages to each chapter offer several suggestions for classroom activities and the first activity throughout the whole guide starts with the Trigger Questions. To exemplify this I include an example from the teacher's guide page 68 from chapter 10 "City of Dreaming Spires", which will be found on page 145 in *Across* textbook. "*Most students will have heard of Oxford and Cambridge. Perhaps a little overview of the famous people who have attended the university would be an interesting start.*" Below follows the concrete example:

Trigger questions

There are two very famous university towns in England. Oxford is one. What is the name of the other? What do you think of in connection with Oxford university? Do you know the names of anybody who studies or taught there?

2.3 Summing up

Before I start presenting the two textbooks and their additional teaching materials, I want to conclude this part by emphasizing that the 1994 syllabus is influenced by current theoretical insight and that the textbooks reflect these ideas.

Communicative competence is the essence of the 1994 syllabus. The communicative components from the *Threshold Level* form the basis for both the teaching and the evaluation. The syllabus only contains goals for the teaching and gives no instructions regarding activities. The additional methodology referred to above, on the other hand, has information of how to best teach the pupils communicative competence.

Communicative competence is assumed to be gained by working with enjoying texts, topics and activities, and this is up to standard with the syllabus and the methodology. In the next chapter the authors of *Across* and *Passage* will explain the pedagogical approach of their textbooks, and it will be interesting to find out how texts, topics and activities take care of the communicative competence principles.

One of my purposes of writing this thesis was to analyse some of the activities in the textbooks in question, but early in the process I realised that analysing all activities would be an impossible task and too time-consuming. I had to make a choice, and decided to concentrate on *oral activities*, and among them I chose the *pre-reading activities in reading* or *trigger questions*, as they are called in *Across*. They may be used as oral or written work, but I wanted primarily to focus on how to deal with these activities orally. As noted above this will be discussed more in detail in chapter 5.

3. Textbooks presentations

In this chapter I will present the two textbooks, *Passage* and *Across*, and say something about the contents and structure of the books. Both are textbooks basing their contents on the 1994 syllabus, with *Passage* published in 2000 and later revised and *Across* as the newest, published in 2004. They differ however both concerning *contents* and particularly *structure*. In particular I want to focus on the method behind the structure of *Across*, as this book is different from the traditional textbook where the texts usually are segmented.

In 3.1 and 3.2 I will briefly comment on the *titles* of the book, the *contents* and *structure*, and their additional teaching materials, and in 3.2.1 the pedagogical approach in *Across*, the storyline method, will be presented. Finally section 3.3, “summing up”, will conclude this chapter.

3.1 *Passage*

Title:

The authors of the book say that the word “*Passage*” can have several meanings. Among these are “the act of passing from one place or state to another”, “a part of a written or musical work” and “a journey, especially one by water” (*Passage*: 4).

In fact a pupil has passed from one place or state of mind to another, being no longer a pupil at his or her old lower secondary school. He or she is about to experience a lot of changes, even though many subjects will be the same. The English subject in upper secondary school is somewhat different from what he or she has been used to. The authors indicate that they have tried to make this transition as smooth as possible for the pupil. On the other hand a “*Passage*” can refer to a part of a written text, and there are many examples of written texts in *Passage*. Finally, a *Passage* can also be a journey. The main destinations of this book will be the United Kingdom and the USA, but there are also texts from other English speaking countries (*Passage*: 4-5, slightly simplified).

Structure and contents:

It is an “all-in-one” book with both informative factual and fictional texts and activities, and there is a strong sense of unity between texts and activities. The book is divided according to topics; that means that topics from the UK and the US are mixed together. There are also appropriate literary texts to each topic. Each chapter has at least a factual text, a listening comprehension dealing with the current topic, a short story or a poem and various kinds of activities. Among these you will find *different kinds of pre-activities* to most of the texts. The types of activities to each chapter are similar throughout the book and are as follows:

<i>Name of activity:</i>	<i>Purpose:</i>
1. <i>Understanding the story:</i>	Different ways of testing the contents of the text.
2. <i>Speak your mind:</i>	An oral activity of some kind.
3. <i>Improve your language:</i>	Grammar exercises.
4. <i>Pen to paper:</i>	Writing tasks.
5. <i>Funny bones:</i>	Varied untraditional tasks, which often appeal to pupils.

The activities contain lots of pair and group activities, such as discussions, role plays, “funny bones” and in between there are some research activities. The student will get the chance to practise the four language skills; reading, writing, speaking and listening in each chapter. At the back there is a toolbox, which gives the student further explanations and definitions in relation to many topics.

Additional materials:

A student *CD* with texts and exercises to practise listening and pronunciation skills, as well as all the poems in the book is enclosed.

Another important element is the *Passage* website. It includes reference to every chapter and every research assignment, further texts and activities and links to dictionaries, grammars and encyclopedias on the net; in fact a lot a student needs to broaden his knowledge of language and culture.

In addition there is a separate *grammar book* with exercises, but I am not going to include this in my thesis, because it is not a traditional workbook (*Passage*: 4-5).

Passage is entirely a traditional English textbook for the foundation course in upper secondary school for general subjects. The authors of *Passage* explain in the preface the reason for an all-in-all book: “Not only does this mean that there is one less book to carry around in your backpack, it also gives a stronger sense of unity between the texts and the activities. Our aim has been to connect the activities closely to the texts to make them more *meaningful and interesting*” (*Passage*: 4). The authors further claim: “We want you to be *active* and to *communicate* in your English class. Through informative factual and fictional texts that have been chosen because we believe you will enjoy them, we want this to be a journey that you will remember” (*Passage*: 5).

To conclude this part; *meaningful and communicative texts and active students* are stressed as important aspects in the preface of the textbook, and dealing with the texts and their activities should cause *enjoyment and fun* as well.

3.2 Across

This section will include a similar presentation, focusing on *title, contents, structure* and the additional materials. The main source of the text below is *The Teacher’s Book*.

Title:

The title refers entirely to the journey across the ocean to the UK and the USA. Since the title of the book is @cross, associations to the internet is obvious, and no doubt the website is supposed to be used as a part of the journey, with pictures, texts and interesting and interactive assignments in *Activites for the Net*.

Structure and contents:

Across Textbook is not a traditional textbook. It is divided into three basic sections; Part 1 – *Across the UK*, Part 2 – *Across the USA* and Part 3 – *Across Literature*. Part 1 and 2 consist of 12 chapters each, and many themes are represented in each chapter.

- *Example:* Chapter 7: “To The Capital” deals with; Cosmopolitan London, homelessness and unemployment.

All traditional American and British topics are represented in the chapters, which make up one continuous story based on a travel through the UK and the USA. Each chapter begins

with a *map* of where they are at the moment. *Trigger Questions* start the thought process – based on what students may already know. *Little Fact Boxes* introduce special facts connected with themes along the journey. *Pictures* help students remember what they see and read. Finally *caricatures* add to the humour as well as break pages free of information.

Norwegian students start their UK travel in Newcastle, then go on visiting famous places in Scotland, Ireland, Wales and England and end up in Newcastle. The same approach is followed through the USA. This approach, called the Storyline approach, will be more thoroughly dealt with below. There are no traditional factual texts, only some factual boxes in the margin, as mentioned above, and some short fact files at the beginning of most chapters in the workbook to give supplementary information on geography and themes. At the back of the textbook there are different *literary texts*; poems, short stories or excerpts from novels, ranging from the 1800s up to modern times. The literary texts are meant to gain a deeper understanding of the social and cultural aspects of the UK, the USA and other English-speaking countries.

Additional materials:

Since this book is not an “all-in-one” book, the textbook has of course an essential companion; namely *Across Workbook*. This is divided in the same way as the textbook. It includes different tasks covering the four skills; reading, speaking, listening and writing, and as noted above some fact files. Each chapter has at least:

- A comprehension activity: Different ways of testing the contents of the text.
- Language activity: Exercises testing grammar and vocabulary.

In addition – group activities, listening comprehensions, writing activities and discussion activities appear throughout the book at regular intervals.

History Timeline of both the UK and the USA introduce the two parts in the workbook. *Part 3* in the workbook deals with *exercises to the literary texts* in the textbook. Finally there is a small chapter dealing with *Basics and Challenges in English Grammar* and the appendix has information about different writing skills; report writing, letter writing and e-mail writing. All texts in *Across* textbook, including all the listening comprehension texts, are recorded on *CDs*.

Another important aspect of the book is *Across Website*, which is an exciting supplement to the textbook. It is totally interactive and adds a virtual dimension to the trip. It provides in depth assignments, and allows the student to relate to current affairs as well as interactive games. In fact it includes a substantial number of tasks and texts, which are supposed to extend the students' knowledge of language and culture. In addition there are a great number of links for each chapter which will provide the background information needed for the assignments.

Across is based on an exciting pedagogy, called the Storyline approach. In the preface to the *Teacher's Book* the authors claim: "Some aspects of the storyline pedagogy will help initiate discussion and get the students *to reflect* about their own situation and develop a critical attitude toward life in the USA, the UK and in Norway. This is one of the goals of this book" (*Teacher's Book*: 4).

3.2.1 Storyline approach

According to the unpublished article "Storyline Pedagogy and Engelsk Grunnkurs: Being there vs. Reading about it" Drew Rodgers, one of the authors of the textbook *Across*, wanted his textbook to be different from the traditional "read-the-text-and-answer-the-questions" approach. He wanted this book to create *active* students, as he had experienced the opposite having used most of the traditional textbooks himself. According to his experience with students that age, was that the students needed a student-centered *activating* pedagogy, fundamental for both the learning process as well as the students' personal development. In his opinion the students want experience as much as information, and he thinks the textbooks available for the foundation course in English did not meet these needs. This new approach is called the *Storyline approach* and is not unknown in Norwegian schools, but it has mostly been tried out in primary or lower secondary school (Rodgers 2002: 1, slightly simplified).

What is the storyline approach?

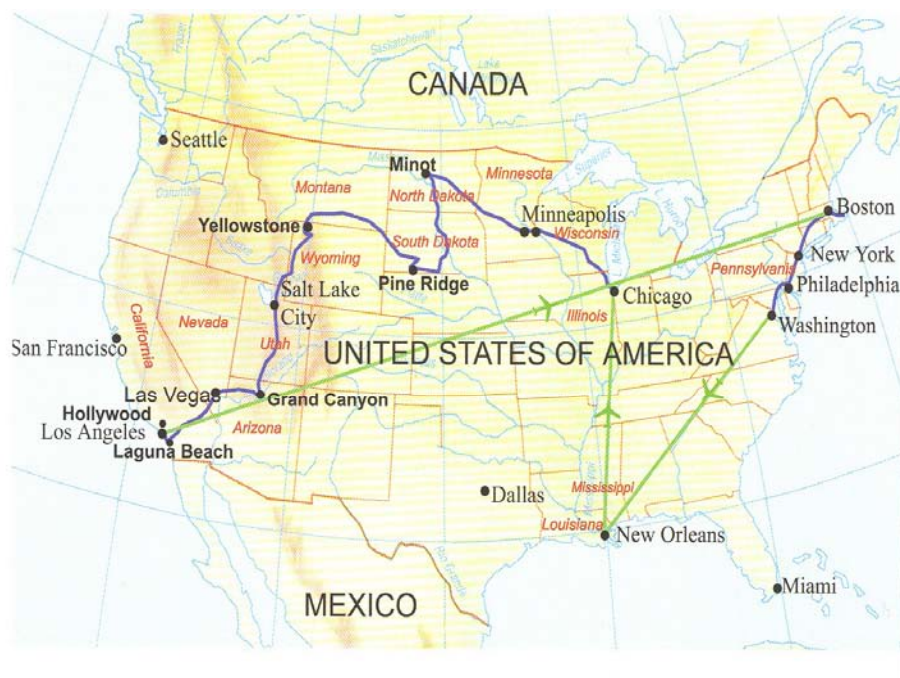
The author of the article "How the Storyline came to be" describes this approach as follows: *Storyline* is a structured approach to learning and teaching that was developed in Scotland. It is based on the key principle that learning, to be *meaningful*, has to be memorable. It is a strategy for developing the curriculum as an integrated whole. It gives the pupils an opportunity for learning *actively*, and to *reflect* on their own learning. A key feature of the

approach is the very positive way in which it depends on and is based on pupils' existing experience and knowledge. Also significant is the degree of pupil involvement, both by using their imagination and solving practical problems (*Harkness 1993: 1*, slightly simplified). Rodgers further describes in the unpublished article referred to above the fundamental principles of the method as follows:

The storyline approach is using a story as a pedagogical approach. There are however *two main variations* of this method;

- having the students develop the storyline as they go along or
- providing them with a storyline.

In *Across* the latter variation is used. The students are given a story. In both the British and American part of the book, Norwegian students travel around in the country together with native speakers, either relatives or friends. In this way they discover the British and American people, their ways of life, their ideas, their values, their history and all the attractions of the two countries – an exciting adventure through the past as well as the present. Below follows the travel route in the USA.



“For example, when visiting Plimoth Plantations outdoor museum, the question comes up about Puritan values. This leads to a discussion of examples of Puritan values such as work ethic, which is illustrated by the twins’ (the Norwegian students) uncle who puts in a twelve hour day in his

company. This visit also leads to a roleplay of a witch hunt in Salem supported by a website covering the event. The roleplay leads to a discussion of bullying to bring the experience into a modern context” (Rodgers 2002: 2).

The American trip starts in Boston and ends in Los Angeles, (see map above), after having visited the most well known places and cities. Each stop is intended for the twins to discover various aspects of the United States. Supported by an electronic map with links to websites covering social conditions, history, daily life, sights and entertainment, this approach is meant to provide a “being there” experience rather than just a “reading about it” experience.

The Norwegian youngsters bring a Norwegian perspective to their experiences and get an American perspective from the British or American people. By comparing cultures the Norwegians not only learn about the UK or the USA but also about their own culture. *Reflection* is a significant part of the experience because it makes them reflect on their own situation. Throughout the whole journey the students take part in the experiences by doing exercises at the same time as the journeys take place in the book. In addition there is a website as mentioned above making the trip virtual. The intention is *an increase in motivation* if the students can experience and participate *actively*. There is a famous proverb that goes: “Show it, don’t tell it!” The authors of *Across* want to show the pupils the UK and the USA, not just tell them about it (Rodgers 2002: 1-4).

3.3 Summing up

So far the two textbooks and the pedagogical approach of the textbook writers have been dealt with and seen in relation to the 1994 syllabus, its methodology and relevant learning theories, ranging from 1986 up to modern times.

As already highlighted, the authors of *Passage* emphasize the phrases *meaningful*, *communicative* and *active* as essential parts of their pedagogical approach. The authors of *Passage* want the pupils to *enjoy* its texts and activities, and they hope that the texts and activities will result in *meaningful*, *communicative* and *active* learning of English. The authors of *Across* also stress *meaningful* and *active*, but *reflection* in addition is a very important aspect of the storyline method, because the pupils in the course of the travel get to know the native people and their culture, which in turn will make them reflect on their own culture.

Personally I find it interesting that the words; *meaningful*, *active*, *communicative* and *reflection* are included in the 1994 syllabus and its additional methodology as important aspects of the teaching. In chapter 5 “The study of the textbooks: Methodology and findings” I will relate the same words to the purpose of the pre-reading activities, which will be dealt with in chapter 5. The *Scope*-document from 1986 and *Threshold Level* 1990 dealt with in section 2.1, explained the theories behind the pedagogical approaches of the two textbooks.

4. The survey: Methodology and findings

To find out about the students' opinions about the textbooks they are reading and their experiences with the pre-reading activities in these books I constructed a questionnaire and carried out a research study. This chapter will focus on the research study based on the questionnaire. The methods and principles for designing and carrying out a research study and the analysis of the findings will thus be thoroughly dealt with.

4.1 Methodology

Various aspects should be thought about and kept in mind when designing and carrying out a research project. Among several models I chose the following dealt with in Colin Robson's *Real World Research*. In addition I included some elements from "Metodekurset" I attended in the autumn of 2004.

- Purpose: What is this study trying to achieve? Describe something, explain something or understand something? Are you trying to assess something or change something as a result of the study?
- Theory: What theory will guide your study?
- Research questions: To what questions will the research provide answers?
- Research design/Methods: What methods will you use to collect data?
- Organizing/
Analysing/Interpretation: How will the data be analysed?
- Sampling strategy: From whom will you seek data? Where and when?
(Robson 2002: 81-82 and notes from "Metodekurset") .

Theory and purpose are closely related in a research study, so are method and analysis. In this part of the thesis I will deal with purpose and theory, and the discussion of the method will follow in 4.2 and the analysis of the data in 4.3.4 and 4.3.5.

The purpose of this research study has been highlighted earlier in this thesis, but theory

has not yet been discussed.

The American editors, Michael B. Salwen and Don W. Stacks, describe metaphorically the importance of theory in research in their book *An Integrated Approach to Communication Theory and Research*, chapter 1: Integrating Theory and Research: Starting with Questions:

“Theory organizes and refines our ideas, like a map for exploring unexplored territories. Imagine exploring new lands without at least examining the maps and writings of past explorers to see what rivers and lands they traversed. Although we do not put complete faith in old adventures’ maps and writings, we would be foolish to ignore what others have done. Few explorers discovered new land or routes without some knowledge of those who went before them. The novice researcher, excited by a new idea while in bath, almost always emerges from the bathroom proclaiming that “no one has ever thought of this before.” That researcher is like the explorer who believes no one has ever gone, or tried to go, where he or she plans to go. Even cursory investigation, however, usually reveals that others have gone or tried to go where the novice researcher plans to go. Theoretically driven research involves building and testing on the knowledge of previous explorers” (Salwen and Stacks 1996: 4).

Robson maintains that theory can mean different things to different people. In general terms it is an explanation of what is going on in a situation, phenomenon or whatever we are investigating. There can be considerable advantages in linking research to theory, subject to what you are doing is in tune with other researchers’ attempts to understand what is happening. As a result you might be able to make some small contribution to the development of theory itself. He admits, however, that in many real world studies the connection between research topic and existing theory is not so easy, because the topic may be new and theories do not exist. But in thinking about the focus of the research study the researcher himself develops a kind of personal theory about what might be going on and how it might be understood. He finally says that it will be advantageous to move to more formal theory and concepts, but it is certainly not important in many real world studies ⁴(Robson 2002: 61-62, slightly simplified).

Before I decided on a final approach for my thesis I looked thoroughly at previous “hovedfags- og masteroppgaver” to see if this topic area had been dealt with earlier. Those who came closest to my topic area and were of some help, were Tony Burner’s *A Study of the Teaching and Learning of English Grammar with Special Reference to the Foundation Course in the Norwegian Senior High School*, Owe R. Johansen’s *Teaching Reading in Eng-*

⁴ Research taking place outside the laboratory.

lish as a Foreign Language. A Study of L97 Textbooks in Lower Secondary Schools, Hilde B. Lia's *Some Aspects of the Teaching of Writing in English as a Foreign Language* and Karianne D. Skaane's *The Foundation Course in English: A Comparative Analysis of Syllabuses and Textbook*". The latter was actually most relevant, since she had dealt with a textbook used in upper secondary school, *Passage*, which is one of my textbooks as well. Reading through this thesis gave me some ideas about pre-reading activities.

On the other hand, Camilla Hoff Lambine's essay "Central Aspects of Learning English in Upper Secondary Education", spring 2004, and the "PISA 2003 Elevspørreskjema" were of some help in designing the survey questions. Otherwise, no one, as far as I can see, has used two contemporary textbooks for the same level and asked students by means of a questionnaire about their opinions and experiences. In the light of this the result of my research study might perhaps contribute to the topic field.

In the next section theory will be dealt with in connection with the two research methods I am going to present. The other elements in a study will be discussed one by one. The research questions have been thoroughly discussed in 1.2. The research method or strategy will follow in 4.2, quantitative and qualitative research questions in 4.3, the research method I have chosen and its required elements in 4.4, the questionnaire in 4.5 and 4.5.1 to 4.5.5 will deal with:

- What kind of questions I should ask.
- Preparing for the research study.
- The survey questions.
- The analysis of my data.
- The analysis: major and minor findings.

4.2 The research method

The design of any study begins with the selection of a topic and a research methodology. The selection of which research approach is appropriate should be based upon the problem of interest, resources and time available, the skills and experience of the researcher and the informants for the research. When a researcher selects an approach to a study, it

should be a reflection of which approach is most suitable for the topic under consideration. However, it is also reasonable to have in mind that it may reflect the bias of the researcher. Choosing a method or a combination of methods is an important part of any research design, and you need to think carefully about the options available.

First I had to decide on a research method that would be appropriate for my topic. As I wanted to find out the conception of this group of students as to different aspects of their textbooks, the most appropriate and easiest method for me to use was a questionnaire or a survey. According to an internet article “The Nature of Educational Research: Choosing a Methodology: Survey Research” a survey is the most commonly form of research done by educational researchers. It uses many features of quantitative research but can also seek qualitative data. Surveys ask people, usually called respondents, questions. Questions organized on paper are usually called questionnaires. Research generates information or data, and there are different methods to collect the data (The Nature of Educational Research: Choosing a Methodology: Survey Research: 1, slightly simplified).

Bryman in his book *Social Research Methods: 2e* chapter 1 “Methods and Study Skills Toolkit” distinguishes between quantitative and qualitative research methods or strategies. In practice there is often a great deal of overlap between the two, as quantitative researchers incorporate elements of qualitative methodology into their research design and vice versa. Nevertheless, you may find that you gravitate towards one or other of the research strategies. The nature of your topic will decide what to use (Bryman 2004:ch.1: 3, slightly simplified).

An essay published on the internet “Choices of Methodology for Cooperative Education Researchers” by Richard K. Coll and Richard Chapman (2000: 2) cites from White an interesting analysis of the two research methods:

“An analysis of research reports presented in the literature reveals that during the 1990s less than 5% of research inquiries in education utilized qualitative means of inquiry; similarly, analysis of papers presented at the WACE conference in Washington in 1999, revealed that only 10 papers, or about 7%, of the inquiries used a qualitative or combined-methodological approach. Hence, it seems that research has been dominated by quantitative research studies” (White 1997, quoted in Coll and Chapman).

4.3 Quantitative and qualitative research design

In this part of the thesis I am going to present the differences between the two research designs with a special emphasize on the quantitative strategy, since my research study mostly includes the use of quantitative data. For my study the questionnaire will be the most appropriate tool, and this will be discussed in section 4.5. I will not pay any attention to the qualitative methods, since my research study primarily deals with quantitative data. However, my last survey question is open-ended in order to get a deeper understanding of the opinions of the respondents on the topic area, thus being more subjective than the former fixed or closed questions. Here the respondents are encouraged to express their opinions freely. The fixed questions on the other hand are structured, and the respondents are supposed to cross out the best alternative among several options, which I will come back to later.

The kind of data you want helps to determine what method you choose to use for your study.

Bryman claims that if you follow a quantitative research strategy, you will want to use techniques of measurement that produce numerical or statistical data. A qualitative research strategy on the other hand will tell you how individuals interpret their social worlds, and your data will be in the form of words and texts. This is according to him the main difference between the two approaches.

To conclude this part of the thesis I want to give a brief comparison of quantitative and qualitative approaches to research. I have compared suggestions from two articles: “Ways of Approaching research: Quantitative Designs” by John Ross (a senior lecturer within the Faculty of Healthcare and social studies, University of Luton, UK) and “Research and Statistics” by J. Pietersen (Head:RSU). I picked out the suggestions I found most appropriate to my study and which were the closest to those being taught in “Metodekurset” I attended.

QUANTITATIVE	QUALITATIVE
1. Systematic	Systematic
2. Objective – quantify data	Subjective – gain understanding
3. Data are numbers	Data are words
4. Results are generalisable	Results are not generalisable
5. Structured questionnaires	Interviews, observations
6. Deductive – it tests theory	Inductive – theory is generated
7. Big, representative sample	Small, not representative sample
8. Analysis is statistical	Analysis is non-statistical

Before ending this part of the study I want to comment briefly on some of the differences:

- 1) Both designs are said to be systematic. In fact having a system or following a process is a defining principle of research.
- 2) Quantitative is thought to be objective, while qualitative research often involves a subjective element.
- 3) Quantitative research uses data that are structured in the form of numbers or that can immediately be transformed into numbers.
- 4) Quantitative research design tends to produce results that can be generalised.
Usually the majority of data are captured as numbers, and therefore easy to count.
The quantitative research strategy has fixed/controlled questions, where the students may choose one or more answers from among those given (multiple choice). They may also be provided with checklists or rating scales.
The qualitative strategy has open-ended questions, which require the respondents to answer in their own words.
- 5) Quantitative research is inclined to be deductive, which means it tests theory. On the other hand most qualitative research tends to be inductive, which means it generates or develops theory in the course of the study.
- 6) The quantitative researcher is interested in a small amount of data from a big representative sample. The nature and purpose of sampling will be dealt with in 4.4.
- 7) If you have collected quantitative data in the form of numbers, you may perform some statistical tests on them. These will be discussed later. In order to conduct these tests you can use the statistical software program SPSS, which I want to focus on in 4.5.4. Certain types of data may be analysed manually, while other types, because of the large amount of particular variables, will have to be processed by a computer. When designing a questionnaire it is important to bear in mind the method to be used for analysing the data obtained.

It is also important to determine to what extent a questionnaire is reliable and valid. This is also an aspect which will be discussed in 4.5.

4.4 Which method should I choose and which elements are required?

In real world research there are lots of methods or combinations of methods to choose from, and you should think carefully about the options available. In my case, however, the easiest way to gather information from the students as to their experiences and attitudes to different aspects of textbooks was to construct a questionnaire or a survey. In “Metodekurset” in the autumn of 2004 I learned much about designing and analysing a questionnaire. So now it was the perfect time for practising what I had learned. As mentioned above a survey is in fact the most commonly form of research done by educational researchers. Since one of the purposes of my thesis was to compare two English textbooks the choice of research method was indisputable. If I could not get adequate information from the quantitative data, the answers to the open-ended question would clarify and deepen the opinions of the respondents. Sufficient good quality data are important to test the hypothesis and answer the research questions.

In advance I considered the advantages and disadvantages of using this research method.

- Advantages: It would be easy and quick to administer, because no travelling was required. It would be administered to the students either by me or the teacher having the class at that time. More honest answers might be the result, because their responses couldn't be connected to their names.
- Disadvantages: The respondents might feel fatigued if the questionnaire included too many questions. There might be a risk of missing data if I wasn't present in the classroom to clear up any misinterpretation of the questions.

Obviously there were a lot of challenges to cope with before constructing the questionnaire. In all research methods Robson (2002: 18) emphasizes the importance of possessing a scientific attitude. According to him this involves:

- Being *systematic*, which means being explicit about all aspects of your study. You should seriously consider what you are doing, how and why you are doing it and the role you as a researcher take in this process.

- Being *sceptical* to what you read and to what you do yourself.
- Working *ethically*, which means that your conduct secures that the interests and concerns of the participants are protected (slightly simplified).

Although this attitude is a necessary element in all kinds of research, I think it is worth emphasizing the importance of having these aspects in mind. The next step will be to consider and discuss *the required elements* of the quantitative method one by one:

1) *A clear explanation of what exactly you want to find out:*

- Good and unambiguous research questions.
- An appropriate research method to gather data that will help you answer your research questions.
- A hypothesis, which will help you answer the research questions and will guide you in designing an appropriate research study.

2) *Selecting your target population or sample:*

The moment that the decision is made to do quantitative research, *sampling* needs to be considered. The first thing to do is to identify the *population* of interest. To whom do you want to generalize your results, if you decide to do that?

I think a definition of both *population*, *target population* and *sampling* will be convenient before continuing. *Population* in a research context is the group consisting of all people to whom researchers wish to apply their findings. *Sampling* is selecting a group from a much larger *population* with similar traits (gender, age etc.). Findings from the selected group, also called *the target population*, can then be generalized to the larger *population*. *The samples* are used to represent the *population* from which they were drawn. The data we collect from *samples* are called statistics and are said to be inferential, which means researchers might draw conclusions about the *population* as a whole with data collected from the *sample*. Studies that attempt to infer that the findings from a *sample* can be extended to a larger *population* need to ensure that the sample is representative of the larger *population*. For example, if a general population is made up of 51% females and 49% males, a sample (regardless of size) that is made up of 58% females and 42% males is not representative as to this trait.

The next step is to decide how big the sample should be. This is normally called the *sample size*, and it is not always easy to determine. Many factors play a role in determining an optimal sample size such as money and time available, desired accuracy of results, size and homogeneity of population.

The next factor to decide is *how to select the people* to be included in the sample. According to the sampling theory there are a number of both probability and non-probability sampling methods. One of the probability sampling methods is *cluster sampling*, which might involve pupils, where there is initially a random sampling of a number of schools, and then testing the pupils in some of the classes at the schools. Here a statistical basis for generalizing to the population of children may be relevant. This may be done if you want to do a large-scale survey. Non-probability sampling methods usually have two broad types. One of them is *convenience sampling*, which involves “you take what you have at hand”. You choose the nearest and most convenient persons to act as respondents.

According to the professor at the Hunter College in New York Dr. Anthony G. Picciano’s internet article “Review of Statistics – Sampling Procedures” from his book *Educational Research Primer* “convenience sampling is frequently used in educational research by teachers who use their own classes for their research. Findings from such research are generally limited to the population studied and may not be extended to larger populations” (Picciano 2004: 2). But Robson says “Convenience sampling is sometimes used as a cheap and dirty way of doing a sample survey. You do not know whether or not findings are representative. Convenience sampling is the most widely used method, particularly if you want to make a small-scale survey” (Robson 2002: 265).

In the light of the above mentioned discussion of sampling design, size and selection of samples, I now want to comment on how I did my selection for the survey, what it represented and why I decided to do it that way.

I had no intention of generalizing my findings to a greater number of the population of students, first and foremost because *Across* was published in 2004 and was new among textbooks used in upper secondary schools. Another factor was that I could not spend a lot of time on my investigation. However, the most significant thing for me, as I have already

mentioned above, was whether my hypothesis was confirmed or not, but also to get to know students' opinions on other subjects, included in the survey.

In order to get a fairly trustworthy result, I had to find a considerable number of students, aged 16 to 17, who were using the two books. Gender was not of importance, since this was meant to be a small-scale survey. Approximately 200 students at two upper secondary schools; my school and a school nearby, participated in the enquiry, which took place at the end of the school year 2005. 100 students reading *Passage* at the nearby school, and 80 students reading *Across* at my school. My own class was not involved.

According to the internet article taken from Bryman's book *Social Research Methods: 2e* there are no absolute rules about the "ideal" number of respondents in a representative sample, but it is important to justify the decision you make, so that the reader can see that the methodology has been carefully thought through. Robson, on the other hand, states that a sample of approximately 200 people is appropriate. Picciano in his internet article "Review of Statistics-Sampling Procedures" further claims that if the result should be tested statistically, a broad rule of thumb is that samples smaller than 30 subjects are not preferable. Many researchers hold that the accuracy of a sample is more important than the size (Picciano 2004: 2, slightly simplified).

Other factors might be taken into consideration too, but my most important principle of selection was to have approximately the same number of students reading each textbook, so that I could easily make comparisons between the responses of the two groups. Of course I had in mind that this approach might limit the scope of conclusions I would be able to draw from my research. On the other hand, I knew that the qualitative part of my survey, the last open-ended question, would give me indications on the personal opinions of the respondents and uncover other detailed information.

Relating my small-scale survey to the sampling theory, I would say I have used a non-probability sampling method, which involved a convenience sample, since my focus was not to generalize my findings, but to answer my personal research questions. The number of subjects you select will influence how confident you can be that your results depict the population from which the sample was drawn. In my case generalization was not an objective, therefore a sample of approximately 200 respondents was sufficient.

Once the decision is made that the best way to answer the research questions is by means of quantitative research, there are a number of important aspects, specific to quantitative research, that need to be considered. These aspects include some basic terms such as questionnaire design, method of data collection, data collection and editing, statistical analysis and interpretation. Each of these aspects will be discussed below, and the questionnaire will be the first aspect under discussion.

4.5 The questionnaire

Constructing a questionnaire might seem quite straightforward, but there are factors to consider before you start. The design of the questionnaire; i.e. *length*, *types of questions*, *response options* and *appearance*, should not be underestimated. According to Pietersen's article "Research and Statistics" things to consider are:

- Avoid an unnecessarily long questionnaire.
- Avoid sensitive questions.
- Questions should not be ambiguous.
- Ensure appropriate response options to get accurate data.

(Pietersen 2003: 6).

Below I will discuss the *four* aspects mentioned above which you should bear in mind when designing a questionnaire:

1. *Length:*

If a questionnaire is too comprehensive, there is a greater risk of missing data, since the respondents might get tired. Another important factor is they may not take it seriously since the researcher may not be present. Several books state that the appropriate number of questions should be between 10 and 15. My survey consists of 15 fixed questions and 1 open-ended question.

2. *Types of questions:*

Since I wanted to get to know students' attitudes and their evaluation of textbooks, I found the background of the respondents less relevant. Thus the demographic section was insignificant in my small-scale study.

<i>Question 1:</i>	collects background information; male or female.
<i>Question 2 and 3:</i>	reveal students' attitudes to English as a language and a school subject.
<i>Question 4:</i>	asks for marks obtained in the first term.
<i>Question 5:</i>	wants to know which textbook they read.
<i>Questions 6:</i>	gets to know students' views on the ideal textbook.
<i>Questions 7 and 8:</i>	reveal their experiences with the textbooks' websites.
<i>Question 9:</i>	is interested in texts from other English-speaking countries.
<i>Questions 10 and 11:</i>	deal with pre-reading activities in the two books.
<i>Question 12, 13, 14 and 15:</i>	want the students to evaluate the teaching and learning processes.
<i>Question 16:</i>	asks for strong and weak aspects of the textbook.

The structure of the survey is as follows:

Question 1, 4 and 5 deal with	<i>gender, marks and textbook.</i>
Questions 2, 3, 6, 11 and 12 deal with	<i>attitudes.</i>
Questions 7, 8, 9, 10, 13, 14 and 15 deal with	<i>evaluation.</i>
Question 16 deals with	<i>personal comments.</i>

According to the information above my questionnaire consisted of 16 questions, where the 15 first questions were fixed with several response alternatives, which I will come back to in section 4.5.3, and question 16 which was an open-ended question, where the students could explain their personal experience or point of view and which will also be dealt with in section 4.5.3. As mentioned above this was administered to a group of 200 first-year students at two upper secondary schools for general subjects; 100 reading *Passage* and 80 reading *Across*.

3. Response options:

These will be discussed in detail in 4.5.3.

4. Appearance:

Robson suggests that the layout should be professional i.e. with appropriate spacing, clear presentation and of course with no spelling mistakes (Robson 2002: 256, slightly simplified).

In the following parts; 4.5.1 to 4.5.5 I will focus on the presentation of the survey or questionnaire questions, the preparation for the research, the analysis of the data and finally the results of the findings.

At the end of section 4.3 I indicated that I would come back to the terms reliability and validity in research in 4.5. These are two important aspects needing to be dealt with in research. I have looked in relevant books and articles for definitions and applied to my small-scale study they mean:

Reliability:	Do I get the same responses on another day?
Validity:	Do I measure what I want to measure?
Internal validity:	Are the survey questions appropriately designed, without any danger of misinterpretations?
External validity:	Can the results be generalized beyond the implemented study?

I must admit I hardly paid any great attention to these aspects in advance, as I carried the study out primarily for my own interest. However, referring to the reliability of the results, I think the results might have differed if I had administered the survey in all classes myself. Another day might of course have caused different results as well. Actually there are a number of ways of formulating questions too, you can vary the phrasing to avoid mechanical answers and thus get the respondents stop and consider what the question actually asks for.

4.5.1 What kind of questions should be asked?

It was important for me to decide in advance exactly what questions I wanted to ask and how to phrase and order them. Since my research method was a combination of quantitative and qualitative research, it was necessary to bear this in mind when designing the questions. I was also aware of the fact that only some of the questions of the questionnaire would be directly and crucially relevant to the study at hand. The open question would allow the respondents to answer in their own terms, often at length and allow more flexibility of expression and thus for interpretation. The closed or fixed questions on the other hand would provide a limited range of possible answers for the respondents to choose between. They would produce data that were easier to code and analyse comparatively.

The most important factor for me was to link research questions and survey questions. Robson says the respondents have to be able to understand the questions, have the information needed to answer them, are willing to answer them and actually answer in the form called for by the question. A good questionnaire has to be written in such a way that the respondents understand what you want from them and are happy to give it to you (Robson 2002: 242, slightly simplified).

The internet excerpt from Bryman's book *Social Research Methods: 2e* "Methods and Study Skills Toolkit" (Bryman 2004: 8-9) gives some basic tips for designing questions, which I found interesting and useful. I also got some ideas from the article "The Research Study Design" by (Bahl 2006: 5) and from (Robson 2002: 241). The following is based on these writers:

- Avoid ambiguous terms, such as "often" or "regularly", which can be interpreted differently.
- Avoid leading questions, because such questions encourage a particular answer. Example: "Do you agree that?"
- Avoid bias in the questions by using neutral wording. (The respondents should not detect the researcher's own position on the topic.) Examples:
Biased question: Are you in favor of improving the safety of America's streets by supporting a ban on handguns? Yes No
Neutral question: Indicate your response to this statement: The sale of handguns should be regulated.
____strongly agree____agree____neutral ____disagree____strongly disagree
- Avoid *double-barrelled questions*, which ask two questions at once. Split into separate questions.
Example: "Is your key worker caring and supportive?"
- Make sure there is a balance between open and closed questions (too many of either kind can be frustrating).
- Make sure that closed questions give a wide enough range of answers to choose between (include an "other" or "don't know" category if necessary).
- Keep the language simple. Avoid jargon.
- Keep questions short. Long and complex questions are difficult to understand.

- Avoid creating opinions. Respondents don't necessarily hold opinions on all topics. Allow a "no opinion" alternative.

These are some suggestions for avoiding the most obvious problems in designing the questions. Robson has more examples on his checklist, but I picked out only those I found most relevant for my survey (Robson 2002: 245-246).

Another factor to take into consideration when designing survey questions, is that respondents actually cannot very well report about the views of other people. Even if they could, such a question is indirect, asking for their views about the views of others.

During the implementation of the survey, where I was present, and later in analysing the results of the answers, I immediately realized what I had done wrong in designing my survey questions. I think it will be most appropriate to comment on these aspects now instead of waiting for "The analysis of my data" in 4.5.4.

Firstly I did not include a "no opinion" or "don't know" alternative in any of the survey questions. That led to a lot of missing answers or a ticking of other alternatives, which perhaps did not express their opinion at all. Secondly survey question 8 had six alternatives and dealt with the use of websites at school. The students were asked to tick the option according to their interpretation of the situation. However, many students felt the last four alternatives listed below involved the teacher's views. So these questions were perhaps not ideal.

- 8 c) Teacher does not feel he has time to use the website.
- 8 d) Teacher prefers class room teaching.
- 8 e) Teacher is not interested in using internet in his teaching.
- 8 f) Teacher thinks the textbook has enough information about the subject.

4.5.2 Preparing for the research study

Conducting a research project is a long process that involves many stages; from the initial idea to the findings of the study. As noted earlier the formulation of research questions is of great importance, then the issue of assessing and recruiting a representative sample and finally the pilot study to identify any problems with the length, question order and wording

of the questionnaire.

Research questions and sampling methods have been thoroughly discussed above.

Designing questions sounded straightforward, but I admit that it was actually more difficult than I had expected. I learned in the above mentioned “Metodekurs” that it would be helpful to run a pilot study of my questionnaire to check that all the questions made sense to people and that I had covered all the relevant topics. So I did. My pilot group was a sample of five teachers who were to evaluate whether my questions were clearly presented or not. Based on this initial feedback, where nobody suggested any changes, I did not find it necessary to revise my questions to improve them. What I later experienced, was that the respondents reacted quite differently than the pilot group did to some of the questions. The reason was most probably that the pilot group, i.e. fellow teachers, was not representative, as my sample group consisted of pupils in the foundation course at upper secondary school.

The questionnaire was administered to the students either by me as the researcher or, in some cases, by the lecturer delivering the course at that time. Participation in the survey and completion of the questionnaire was entirely voluntary. The time required to complete the questionnaire was approximately 20 minutes. The survey was conducted over a period of two weeks. I received about 200 responses, and almost all questions received a response. Answers to the open-ended question were written on the back of the answer sheet.

On this basis I could start the work of analysing. As noted above my intention was to compare the results of the answers from the students reading one of the books with the results from the students reading the other book, and analyse in what way they differed. By using the software package for statistical analysis SPSS I managed to organize the data of the closed-ended questions in a tidy way, and the results of it will be presented later in this thesis. After the analysis below I want to explore the reasons for differences and similarities.

4.5.3 The survey questions

This section of the thesis will discuss the importance of making good survey questions, describe the structure of the questions into three sections and deal with the survey questions with some response alternatives and relevant examples of the different options of the response

alternatives. Before starting the analysis of my data, I once again will refer to important principles and include the research questions with reference to the relevant survey questions.

According to Robson's *Real World Research* the wording of the questionnaire was of crucial importance, and since I knew I would not always be present, I therefore paid much attention to the written instructions and the questions themselves. I also knew that the open-ended questions, which give responses that will provide qualitative data, could be very time-consuming to analyse, so I cut them down to one question only.

As one of my purposes was to compare two books, the survey questions had to address questions in relation to both books, except for one sub-question, which was different and which only the *Across* students were supposed to answer.

6 a) The contents of the whole textbook should be like a travel through the USA and the UK. Choose the right option!

As highlighted above the survey questions are structured in the following way:

<i>Section 1:</i>	Question 1, 4 and 5 deal with	<i>gender, marks and textbook.</i>
<i>Section 2:</i>	Questions 2, 3, 6, 11 and 12 deal with	<i>attitudes.</i>
<i>Section 3:</i>	Questions 7, 8, 9, 10, 13, 14 and 15 deal with	<i>evaluation.</i>
	Question 16 deals with	<i>personal comments.</i>

The following paragraphs will deal with these three sections.

Section 1 ask for some background information; *gender, marks and textbook*. In analysing and comparing the results of the answers, I chose not to pay attention to gender and marks, but based my comparison entirely on *question 5: "Which textbook have you used this year?"* (*question 1, 4 and 5*).

Section 2 deals with *attitudes* to English in general, how the ideal textbook should be, students' view on why teachers do not use the websites in their teaching, their opinions on the purpose of the pre-reading activities and finally their opinions on different teaching methods (*question 2, 3, 6, 11 and 12*).

In my analysis I chose to attach more importance to question 6 “about the ideal textbook”, and question 11 “about the purpose of pre-reading activities”.

:

The reason for *question 6* was that the last open-ended question, 16, would add further and more detailed information about their attitudes to the textbooks, since that question asked for strong and weak aspects of their present textbook, and would probably give a more direct indication about their view of how a textbook in general should be. *Question 11* was of interest because I wanted to know if the students knew the purpose behind the pre-reading activities.

Section 3 centres on evaluation of the use of websites, how often literature from English-speaking countries outside the UK and the USA has been read, the use of pre-reading activities in the English lessons and last, but not least whether they thought their English skills have improved during the school year and if they have extended their knowledge of the USA and the UK. The open-ended question 16 asked for additional personal opinion or point of view. In the light of question 11 in section 2 concerning pre-reading activities *question 10* would give me an answer as to how often such activities were used in the English lessons.

As the basis for survey *questions 13, 14 and 15*, dealing with skills and knowledge of different aspects of the USA and the UK, I used *the Curriculum for Upper Secondary Education English Common General subject for all areas of study from 1994* as a yardstick, where targets 1 to 4 emphasize the comprehension and use of spoken and written English, and target 5 a and b include knowledge about social and cultural life in English-speaking countries, particularly in the USA and Great Britain. The knowledge of literature in these countries is an important part of this target too. The answers to these questions would most likely give me an indication about the outcome of the teaching. Comparisons between the responses of the two groups might show interesting findings as to what they thought they had learned this year.

The reason why I have attached more importance to some questions than others is that I thought these would more easily help me answer my research questions, which I for convenience will repeat below. I have given the relevant survey questions after each research question.

- 1) What do the students think about the organization and introduction of texts and contents in the two books and the outcome of the teaching?

Question 6, 13, 14, 15 and 16.

- 2) Do students' answers about the strong and weak aspects of *Across* correspond with those of *Passage*?

Question 16.

- 3) How do the students imagine the ideal textbook?

Question 6.

- 4) How do the two textbooks deal with the pre-reading activities, how often are they used in the lessons and what do the students think is the purpose of such activities?

Question 10 and 11.

On this basis I could start the work of analysis. Some of my survey questions give choices for the students to consider and answer, and each question gives two to five options. The survey questions follow below one by one. I have included some response alternatives to some of the survey questions for illustration, but I will come back to more response alternatives and their different options later in this thesis.

Survey questions:

- 1. Are you a boy or a girl?
- 2. How do you like English as a language?
- 3. How do you like English as a school subject?
- 4. Which mark did you get in the first term?
- 5. Which textbook have you used this school year?
- 6. Do you *agree* or *disagree* with the following statements on how the ideal English textbook should be?

- Some alternatives:**
- a) The contents of the whole textbook should be like a travel through the USA and the UK. (This question is meant for the *Across* readers.)
 - b) The factual texts about the USA and the UK should be separated from each other.
 - c) The texts should have a simple and everyday language.
- There are 6 further alternatives to this question.

Survey questions:

- 7. How often have you used the book's website in the English lessons?
- 8. If you have answered "seldom" or "never" on the preceding question, consider the following statements below, according to your interpretation of the situation.

Some alternatives: a) There are not enough computers at the school.
b) The computer rooms are always occupied.
c) The teacher thinks there is no time for using the website.
There are 3 more alternatives to this question.

Survey questions:

- 9. Your textbook has got some texts from other English- speaking countries. How often have you read these?
- 10. For each chapter in your textbook there is a pre-reading activity. How often does the class use these exercises?
- 11. The pre-reading activities can be questions, pictures, tables, surveys etc. Why do you think almost each chapter has got such a task?
- 12. How much do you think you learn from the following activities in the English lessons?

Some alternatives: a) That the teacher lectures and explains, and then we work in pairs or groups.
c) That we work on a project.
d) That we repeat texts and other materials.
There are 5 alternatives left to this question.

Survey question:

- 13. *Skills:* You have used *Across* or *Passage* this school year. Evaluate the statements below as *right* or *wrong* according to your situation

Some alternatives: a) My oral English about everyday subjects has improved.
b) My oral presentation of a topic or a textual context has improved.
d) I understand English speech better, i.e. in a lecture, a listening comprehension or a film.
There are 6 alternatives left to this question.

Survey question:

- 14. *Knowledge: USA:* How much do you think you have learned about the following American subjects?

Some alternatives: a) American history.
b) Geography.
c) Social conditions.

There are 3 alternatives left to this question.

Survey question:

- 15. *Knowledge: UK:* How much do you think you have learned about the following British subjects?

Some alternatives: a) British history.
b) Geography.
c) Social conditions.

There are 3 alternatives left to this question.

The open-ended question:

- What do you think are the *weak* and *strong aspects* of the textbook?

In addition to having listed above some response alternative to some questions, I want to present the different options the students had at their disposal as to how they rated the different response alternatives.

- 1) Are you a boy or a girl? Tick off!

Jente

Gutt

☐☐

- 2) How do you like English as a language? Put ONE cross only!

Extremely well

Very well

Well

Dislike more than like

Dislike

☐☐☐☐☐

Question 3 has got the same options.

- 4) Which mark did you get in the first term? Put ONE cross only!

6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5) Which textbook have you used this school year? Tick off!

Across	Passage
<input type="checkbox"/>	<input type="checkbox"/>

- 6) Do you *agree* or *disagree* with the following statements on how the ideal English textbook should be? Put ONE cross at each response alternative!

	Agree	Partly agree	Partly disagree	Disagree
a) The contents of the whole textbook should be like a travel through the USA and the UK. (This question is meant for the <i>Across</i> readers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 7) How often have you used the textbook's website in the English lessons?
Put ONE cross only!

Often	Sometimes	Seldom	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questions 7a, 9a, 9b and 10 have the same options.

- 8) If you have answered "seldom" or "never" on question 7, consider the following statements below according to your interpretation of the situation.
Put ONE cross only!

- a) There are not enough computers at the school. Correct Partly correct Partly incorrect Incorrect
- ☐ ☐ ☐ ☐

Question 13 has got the same options.

- 11) The pre-reading activities can be questions, pictures, tables, surveys etc. Why do you think almost each chapter has got a pre-reading activity? Tick off!

- a) To prepare me for the topic in the following texts. Agree Disagree
- ☐ ☐

- 12) How much do you think you learn from the following activities in the English lesson? Put ONE cross only!

- a) That the teacher lectures and explains, then we work in pairs or groups. Very much Much Not much Little
- ☐ ☐ ☐ ☐

Questions 14 and 15 have the same options.

4.5.4 The analysis of my data

There are a considerable number of methods in statistics for describing the contents of the collected data. Such methods are called *descriptive statistics*. There are also methods to interpret the results and draw conclusions. These have a broader validity. This is called *inferential analysis*.

In the social sciences, which means research outside the laboratory, you work with *variables*. A variable is a characteristic or a quality that can vary in one way or another or take on different values; e.g. age and gender. If you ask the age of people in a survey, it will be a variable since it can take on different values for different people. Not all variables can be measured directly, e.g. knowledge, self-reliance, the value of the teaching etc. Here it is necessary to find a way of coding it, so that this can be measured. This is called *a construct*,

and a very important question to ask is if the coding covers all the aspects of the construct. Self-reliance may for example vary in different contexts. When we gather information about a variable, we collect data.

The major task in data analysis in quantitative research is confirmatory, i.e. the researcher is seeking to establish whether his predictions or hypotheses have been confirmed by the data. Such confirmatory data analysis is the mainstream approach in statistical analysis.

The “Data View” window in the program consists of rows and columns. The cells in a column contain data for a particular variable. Each column in the “Data View” window represents a variable in your data. It is important to define how each column, which represents questions or parts of questions, is labelled and what kind of data would be entered in the cells of a column. Various data can be dealt with; whole numbers (1, 2) and categories (e.g. “gender” – male/female). It is common to use 1 and 2 for male and female.

Each row in the “Data View” window represents a record or case (a student). You need a special code for missing data, which prevents confusion and misunderstanding of the values of the variable in question. Ninety-nine or -1 are frequently used, according to Robson (2002: 396-397). I have used 9 in my survey, which according to the lecturer of “Metodekurset” was the most common number.

A section of a “data view” window follows below. The letters indicate what the cells represent:

Subjects/ students A	Gender A	Ques.1 A	Ques.2 A	Ques.3 A
1 B	2 C	2 C	1 C	3 C

Data view:

A: The columns are the variables.

B: The rows are the cases / students.

C: Categories: Gender: 2 (a male student), Question 1: Options: Very much (1), *much* (2), not much (3), little (4).

In the example given *student (subject) 1* ticked the response coded as 2 (*male*) on the first variable, *gender*. In *question 1* he ticked 2, where there might be at least 2 options. In *question 2* he ticked 1, which might include at least one single response question, and in *question 3* he ticked 3, which means at least three options.

Since my research instrument or tool is a survey, I have collected quantitative data in the form of numbers, except for the last survey question, which included qualitative data, consisting of text: sentences, phrases or key words. I will as a start focus on the quantitative data and come back to the manual analysis of the qualitative question later. When you make use of a software package, according to Robson (2002: 393) the data must be entered into the computer in the form required by the software. This may be done in different ways.

In a small-scale survey the data are usually entered after the collection of the data is completed. The first thing to do before starting entering the data, is to develop a coding system. Coding data is the procedure by which answers are converted into numeric codes for analysis by the computer. Already at the design stage it is important to capture the data in a form which will simplify the entering process. Codes are symbols, usually numbers, which are used to identify particular responses in for instance questionnaires. For example, the answer to a question about a respondent's gender might be coded as mentioned above: 1 for female and 2 for male or 1 for male and 2 for female.

Below I will illustrate what I have written above by giving *one example* from my survey research:

Respondent 144 supplied the following data:

<i>Question 1</i> (gender):	Response: 2 (male)
<i>Question 2</i> (attitude to English as a language)	Response: 1 (extremely well)
<i>Question 3</i> (attitude to English as a school subject)	Response: 2 (very well)
<i>Question 4</i> (which mark last term)	Response: 2 (the mark 5)
<i>Question 5</i> (which textbook)	Response: 2 (Passage)
<i>Question 6a</i> (only for Across readers)	Response: (no answer – missing data)
<i>Question 6b</i> (separate facts about the UK/US)	Response: 2 (partly agree)
There were 6 more response alternatives.	
<i>Question 7a</i> (use of websites at school)	Response: 4 (seldom)
<i>Question 7b</i> (use of websites in general)	Response: 4 (seldom)

Question 8 (attitudes to statements about websites) Response: 3 (partly incorrect)

There were 5 more alternatives to choose between.

Question 9 (literature from other Eng.speaking
countries)

Response: 2 (sometimes)

Question 10 (use of pre-reading activities)

Response: 2 (sometimes)

Question 11 (why pre-reading activities)

Response: 1 (agree)

There were 4 more alternatives to this question.

Question 12 (profit from activities)

Response: 2 (quite much)

There were 7 more alternatives.

Question 13 (evaluation of statements)

Response: 2 (partly correct)

There were 8 more alternatives to choose from.

Question 14 (obtained knowledge about US)

Response: 2 (quite much)

There were 5 more alternatives.

Question 15 (obtained knowledge about UK)

Response: 1 (very much)

There were 5 more alternatives to this question.

This example was meant to give a short overview how the system of data entering may work. The statistical analysis of data usually involved two options: descriptive and inferential analysis. The purpose of *descriptive analysis*, which was relevant in my study, was to describe the basic features of the data.

To summarize the nominal data I chose the software package for statistical analysis SPSS, which should help me to organize these in a tidy way. I preferred to concentrate on *descriptive statistics*, such as *frequency tables*, which summarize the distribution of data on a single variable; e.g. gender “How many males and how many females?” and *crosstabulations*. This is often used to reveal relationships between two variables. Frequencies, expressed as numbers or percentages, are readily understood. When a group of students is described as 55 percent women and 45 percent men, the variable is gender. The frequencies are the numbers themselves.

Two examples from my survey follow below, the second showing a *crosstabulation table*.

CROSSTABS

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
hvilket læreverk * kunnskapsstoff skilles	181	100,0%	0	,0%	181	100,0%

The first example shows that there are two variables in the left column: question 5: “Which textbook have you used this year?”, which is used as the main variable throughout the survey, and question 6b:”Factual texts about the USA and the UK should be separated.” N is of course the symbol for the number of respondents taking part in the survey, and here we see that all the respondents have answered.

hvilket læreverk * kunnskapsstoff skilles Crosstabulation

Count		kunnskapsstoff skilles				Total
		helt enig	delvis enig	delvis uenig	helt uenig	
hvilket læreverk	across	52	37	10	2	101
	passage	47	29	2	2	80
Total		99	66	12	4	181

In *the second example* we find two variables: the main variable about the two textbooks studied and the other variable that “factual texts should be separated.” The latter has five categories to choose between: *agree*, *partly agree*, *partly disagree* and *disagree*. From this table we can conclude that from the complete number of 181, 101 read *Across* and the rest, 80, use *Passage*. Both groups of respondents mostly agree as to the separation of British and American factual texts. A slight disagreement can be traced in the third category from the left; *partly disagree*, where only two of the *Passage* readers disagree to the separation.

This finding is in my opinion quite obvious, as the American and British texts in *Passage* are mixed, which might cause confusion to many students.

4.5.5 Analysis: Major and minor findings

The following section will include the findings, i.e. the actual results from the statistical analysis of the data. Since I primarily wanted to find out about the students’ attitudes and personal opinions on textbooks, the relevant questions used in the analysis have on the

whole been related to the variable, “*Which textbook have you used this year*” – question 5. I have focused on questions connected with my research questions. In addition I will include the findings that differed greatly.

For convenience like I did in 4.5.3 “the survey questions” the research questions with their corresponding survey questions follow below. I think it is appropriate that my interpretations of the results, findings, similarities and differences will succeed each survey question. The different options to choose from have been given at the end of section 4.5.3 “The survey questions”, but are also in the appendix. After having finished listing the findings of the survey questions with relevance to my four research questions, I will eventually be ready for the analysis of the only open-ended question of my survey, requiring qualitative data.

Research questions:

- 1) What do the students think about the organization and introduction of texts and contents in the two books and the outcome of the teaching?

Question 6, 13, 14, 15 and 16.

- 2) Do students’ answers about the strong and weak aspects of *Across* correspond with those of *Passage*?

Question 16

- 3) How do the students imagine the ideal textbook?

Question 6

- 4) How do the two textbooks deal with the pre-reading activities, how often are they used in the lessons and what do you think is the purpose of such activities?

Question 10 and 11

Survey question 6:

- 6. Do you *agree* or *disagree* with the following statements on how the ideal English textbook should be?

- Response alternatives:**
- a) The contents of the whole textbook should be like a travel through the USA and the UK.(This question is meant for the *Across* readers.)
 - b) The factual texts about the USA and the UK should be

separated from each other.

- c) The texts should have a simple and everyday language.
- d) The language could be more demanding.
- e) The activities should be in a separate book.
- f) All the texts should be followed by questions, testing the comprehension of the contents.
- g) The activities should contain both oral and written tasks.
- h) The CDs should always be played when going through a new text.

Findings: The response alternatives have the following four options to choose between; *agree, partly agree, partly disagree and disagree*. First the similarities will briefly be presented, then importance will be attached to the differences of the answers. I will use survey question 5 “*Which textbook have you used this year?*” as one of the two variables in the analysis to explore the differences and similarities in the students’ responses.

Some of the answers were more or less identical and some differed. I intend to start with the response alternatives, where the respondents’ answers correspond. Then the differences between the responses of the two groups will be presented, and finally I will give my interpretation of the results.

The answers to response alternatives *6b, c, f* and *g* were identical, and both groups of respondents had ticked the first two alternatives, showing a positive tendency.

The answers to response alternatives 6a, d, e, and h differed to some extent:

6a): This was to be answered by the *Across* readers only, and their answers were spread among the first three options: *agree, partly agree* and *partly disagree*.

Having ticked the first three out of four options the *Across* readers obviously seem to be rather positive about the organization and presentation of this textbook.

My assumption or hypothesis “about *Across* creating a higher motivation for learning” has in a way been confirmed. Whether this has improved their skills or knowledge of the USA and the UK according to the students’ self-rating will be explored later in this thesis. Survey question 16 will hopefully reveal other interesting information.

- 6d): All the *Across* answers belonged to the first two options: *agree* and *partly agree*. The *Passage* answers however landed on the two middle categories. Many of the *Across* readers would have appreciated a more advanced language, while the *Passage* readers want neither a more demanding language, nor a simpler one.

From my experience with the two textbooks, these results were not unexpected. The language, vocabulary and sentences, in *Across* is in my opinion easier than the language in *Passage*.

- 6e): The *Across* responses were spread among the first three options: *agree*, *partly agree* and *partly disagree*, while the *Passage* answers were limited to the last two categories; *partly disagree* and *disagree*. Most of the *Across* readers have ticked the first optional alternative, while all the *Passage* readers have their responses indicated in the last two boxes.

My explanation follows after the crosstabulation example below.

- 6h): *Across* readers were positive to the statement and chose the first two options: *agree* and *partly agree*, and *Passage* answers were found in the middle positions; *partly agree* and *partly disagree*. Most of the *Across* readers think it is important that the teacher plays the CD when he presents a new text. For the *Passage* readers this is of no great importance.

Each chapter in *Across* consists of a great number of pages, so there is much text to read, in particular for pupils with reading difficulties. In this case the CD may be of help. As a matter of fact there are pupils in public schools in Norway, without the necessary reading ability. This also applies to upper secondary schools for general

subjects. In addition a teacher might think the voices on the CD sound more authentic than his own.

CROSSTAB

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
5. Which textbook have you used this year?	181	100%	0	0%	181	100%
6e) The exercises should be in separate workbook.						

5. Which textbook have you used this year?
 6e) The exercises should be in a separate workbook.

	6e) The exercises should be in separate workbook				Total
	Agree	Partly agree	Partly disagree	Disagree	
5. Which textbook?					
Across	49	23	23	6	101
Passage	15	11	27	27	80
Total	64	34	50	33	181

This is one example of descriptive statistics with crosstabulation, where the two variables are 5 and 6e). As can be seen from the first table above, all students, 181, have answered (N - Valid) and no one, 0, has failed to answer (N - Missing). In the bottom table we see the answers distributed among the four categories: *agree*, *partly agree*, *partly disagree* and *disagree*.

The *Across* readers have mostly indicated their answers in the three first categories, with the majority of their answers in the first option, *agree*. The *Passage* responses, on the other hand, have their main answers distributed among the two last options, thus indicating a negative attitude to the statement in 6e.

In fact I can understand why the *Passage* responses are so negative to a separate workbook. In *Passage* the activities follow the texts immediately and the respondents may be familiar with this. In *Across*, on the other hand, the activities are in a separate book. Some of the *Across* readers also want a separate book, since they have chosen the option *partly disagree* as their alternative.

The most convenient place to put the activities must in my opinion be directly after the texts. In that way the students do not have to buy two books. From a learner's point of view low weight is an important aspect of a textbook too. I was a bit surprised at the *Across* responses, as the main book is fairly thick, consisting of almost 400 pages. Maybe some pupils have not considered the question carefully enough?

Survey question 13:

- *13. Skills:* You have used *Across* or *Passage* this school year. Evaluate the statements below as *right* or *wrong* according to your situation

Response alternatives:

- a) My oral English about everyday subjects has improved.
- b) My oral presentation of different topics has improved.
- c) I understand English in a lecture, a listening comprehension or a film better than earlier.
- d) I can more easily read longer and more advanced English texts.
- e) I have become better at writing longer and continuous texts.
- f) The skill of getting information from internet has improved.
- g) I can express and give reasons for own attitudes both orally and in writing better than earlier.
- h) I have learned many new words and expressions.
- i) My understanding of English grammar has improved.

Findings: I will follow the same procedure in the analysis as with survey question 6. The response alternatives have the following four options to choose between: *correct, partly correct, partly incorrect and incorrect*.

As to the responses to the response alternatives *13b, c, e, g and i* there is agreement among the groups and the responses, and they are distributed in the two middle categories, except for *c*, where all the responses from both groups of students are located in the first two categories. The students agree that they have improved their understanding of English in the course of the school year.

As to the other response alternatives:

- 13a) The responses from the *Across* readers are spread among the last three categories, while the *Passage* readers' answers are indicated in the two middle positions. The *Across* responses illustrate a certain disagreement among the students. The *Passage* readers once again take up a neutral position.

My personal interpretation follows after the crosstabulation example.

- 13d) On this alternative the *Across* readers have chosen the first two categories, while once more the *Passage* readers stick to the two middle positions. The *Across* responses are concentrated in the first two categories, which confirms their positive views, while the *Passage* responses are located in the middle.

Across readers, who claim it has become easier for them to read longer texts, have definitely had the opportunity to read a lot because of the long texts. Reading much may result in picking up new words and thus be able to read and understand more difficult texts as well.

- 13f) The last two categories are ticked, which tells us the *Across* readers have not used the internet very much in the course of the school year while the *Passage* neutral.

That the *Across* responses are limited to the last two categories is understandable. Many schools lack the necessary technical equipment, and thus students very seldom have access to computers. Many teachers, in particular the older ones, may refuse to use the internet in their teaching. They even claim that no learning takes place as long as most students still copy texts directly from the internet without rewriting them.

- 13h) On this alternative the *Across* answers are distributed among the first three categories on the positive side, while the *Passage* readers remain in the middle positions.

Many of the *Across* students agree that they have learned many new words and

expressions. Those who like reading English are likely to benefit from the comparatively easy and everyday language in the book. Since many of the words and expressions reappear in the texts, and each chapter has regular vocabulary tests, the possibility for learning should be present.

CROSSTAB

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
5. Which textbook have you used this year?	179	98,9%	2	1,1%	181	100%
13a) My oral English about everyday subjects has improved.						

5. Which textbook have you used this year?
 13a) My oral English about everyday subjects has improved.

	13a) My oral English about everyday subjects has improved.				Total
	Correct	Partly correct	Partly incorrect	Incorrect	
5. Which textbook?					
Across	17	39	23	21	100
Passage	8	42	20	9	79
Total	25	81	43	30	179

This is another example of descriptive analysis with 5 and 13a) as the two variables. In the first table above we find that 179 respondents have answered the question (N – Valid). However, 2 students have failed to answer for some reason (N – Missing). In the second table the respondents have four options to choose from; *correct*, *partly correct*, *partly incorrect* and *incorrect*. The *Across* readers have their answers spread among all four categories however with more answers in the second one, *partly correct*. The *Passage* respondents have given almost all their answers to the two middle categories.

I believe I can interpret why more *Across* students have ticked the two most negative categories. Taking the size of *Across* into consideration the teacher may feel

he has no time left for oral work in the classroom, or maybe he prefers doing other activities instead.

Survey question 14:

- *14. Knowledge: USA:* How much do you think you have learned about the following American subjects?

Response alternatives:

- a) American history.
- b) Geography.
- c) Social conditions.
- d) Customs and values.
- e) Education and working life.
- f) American literature (short stories, plays, novels, poems).

Findings: The same procedure as with question 6 and 13 will be followed in the analysis below. The response alternatives have the following four options to choose between: *very much, quite much, quite little and very little.*

The response alternatives *14c, d and e* are roughly speaking identical. The students have chosen the two middle positions for question *d* and *e*, while all the *c* responses are given to the first two categories. This means that the students think they have learned much about social conditions in the USA.

As to the other response alternatives:

14a) The *Across* readers were most satisfied, having ticked the first two categories. The *Passage* readers on the other hand have chosen the two middle options.

For many *Across* readers the storyline approach in the book, where Norwegian students travel through the USA and the UK, visiting historical places and thus learning history in a new and untraditional way, may be a reason for the positive attitude to the statement.

14b) The *Across* responses are located in the last three categories. The *Passage* answers are found in the middle.

The travel concept should encourage the students to follow the travel route on the maps in the book, as all the places the students are going to visit are represented there. One chapter even encourages the students to work on American geography, but this is of course left to the individual choice of the teacher.

- 14f) Concerning literature, alternative *f*, the *Passage* readers' answers are ranged in the middle, while *Across* readers claim they have hardly read any literature. Thus these students have chosen the last two boxes for their answers.

According to my experience with *Across* the reason for not having read much literature may be lack of time, because of the size of the book. There may of course be other reasons as well, but this is outside the scope of my study.

CROSSTABS

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
5. Which textbook have you used this year?	179	98,9%	2	1,1%	181	100%
14f) How much do you think you have learned about American literature?						

5. Which textbook have you used this year?
14f) How much do you think you have learned about American literature?

	14f) How much do you think you have learned about American literature?				Total
	Very much	Much	Not much	Little	
5. Which textbook?					
Across	4	21	49	27	101
Passage	6	18	49	5	78
Total	10	39	98	32	179

This is another example of descriptive analysis, where the two variables are 5 and 14f). As can be seen from the first table above, 179 students (N) have responded and 2 have not answered (missing). In the second table we see the responses distributed among the four categories; *very much*, *much*, *not much* and *little*. The *Across* answers and the *Passage*

answers correspond in the way that most of the answers from both groups are placed in the slightly negative category, *not much*. A fairly great number of the *Across* respondents, 27, have actually ticked the most negative category.

My explanation of this result is that the size of *Across* may lead to a preference for factual texts. To do both types equally well is impossible with the time available.

Survey question 15:

- 15. *Knowledge: UK:* How much do you think you have learned about the following British subjects?

Response alternatives:

- a) British history.
- b) Geography.
- c) Social conditions.
- d) Customs and values.
- e) Education and working life.
- f) British literature (short stories, plays, novels, poems).

Findings: The same procedure as in *question 6, 13 and 14* will be followed in the analysis. Question 15 has the same four answer categories as question 14.

Both groups of respondents have given their answers to alternatives 15*d* and *f* in the two middle positions, while the alternative 15*c* has got all the answers from both *Across* and *Passage* readers in the first two categories, thus maintaining they think they have learned much about social conditions.

As to the response alternatives:

15a) *Passage* readers claim they have learned much, since most of their answers are located in the first two boxes. The *Across* responses are spread among the first three categories. Both groups of respondents are mostly positive according to the data analysis.

My interpretation of 15a follows after the crosstabulation table below.

15b) Also these *Across* answers show a certain disagreement, since they are distributed

among the last three categories, while the *Passage* readers both agree and disagree to the statement.

There is, as noted in question 14, a map of all the names of the places the Norwegian students visit in the text, so the possibility for learning some geography for the *Across* readers is definitely present.

- 15e) The *Passage* readers claim to have learned much about education and working life and thus ticked the first two options. The *Across* readers think they have both learned quite much, but some feel they have learned quite little as well.

Passage has texts that deal with education and working life separately. *Across*, on the other hand, does not to the same extent attach importance to facts about the school system or how working life is in Britain by highlighting these. All facts are integrated in the texts. It may be necessary to focus on the details?

CROSSTAB

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
5. Which textbook have you used this year?	180	99,4%	1	0,6%	181	100%
15a) How much do you think you have learned about British history?						

5. Which textbook have you used this year?
15a) How much do you think you have learned about British history?

	15a) How much do you think you have learned about British history?				Total
	Very much	Much	Not much	Little	
5. Which textbook?					
Across	27	34	25	15	101
Passage	23	48	7		79
Total	50	82	32	15	180

This is another example of descriptive analysis, where the two variables are 5 and 15a). 180 have responded (N), and 1 is missing. In the second table above you see how many

respondents have chosen the different options. *Across* respondents have spread their answers among all the categories, however with more answers given to the first three options, indicating a fairly positive attitude. The *Passage* readers, on the other hand, agree to having learned a lot of British history, having chosen the first two options with seven exceptions only.

There might of course be several reasons for this result. One might be that the *Passage* teacher has emphasized British history much or actually is particularly well informed in that topic area, or that British history is concentrated in factual texts. The reason why *Across* responses are spread over three out of four categories is not easy to say. I abstain from speculating about this.

Survey question 10:

- To each chapter in your textbook there is a pre-reading activity. How often does the class use these exercises?

This question has no response alternatives, but it has four categories to choose between; *often, sometimes, seldom and never*.

CROSSTAB

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
5. Which textbook have you used this year?	180	99,4%	1	0,6%	181	100%
10) How often does your class use the pre-reading activities?						

5. Which textbook have you used this year?
 10. How often does your class use the pre-reading activities?

	10. How often does your class use the pre-reading activities?				Total
	Often	Sometimes	Seldom	Never	
5. Which textbook?					
Across	22	35	31	12	100
Passage	11	33	32	4	80
Total	33	68	63	16	180

Findings:

The *Across* responses are mostly spread among the first three categories, while the answers

of the *Passage* readers are roughly speaking limited to the two middle boxes.

What strikes me seeing this result, is that the *pre-reading activities*, called *trigger questions* in *Across*, do throughout *Across* only consist of questions, while this type of activities in *Passage* is more varied and require more time to do. The aspect of time may be a reason why the teacher has not focused on them.

Survey question 11:

- 11. The pre-reading activities can be questions, pictures, tables, surveys etc.

Why do you think almost each chapter has got such a task?

- Response alternatives:**
- a) Because they are going to prepare me for the topic in the succeeding text.
 - b) Because I can use my previous knowledge about the topic when answering the exercises.
 - c) To practise written English before starting with the text.
 - d) To motivate me to go on working with the succeeding text.
 - e) Because they are supposed to be a point of departure for brainstorming in groups or in class.

Findings: The response alternatives have got only two answer categories to choose from; *agree and disagree*.

The responses to this survey question were surprising. Quite a lot of the respondents in fact refrained from answering, and those who did answer, agreed with almost each statement. These results may illustrate how unaware the students were about the purpose of this type of exercises.

The next step will be to do a detailed analysis of my last survey question, i.e. number 16. This will hopefully give a more definite reflection of the personal attitudes and opinions of the respondents, since the respondents are asked to write in their own words.

Survey question 16:

- 16. What do you think are the strong and weak aspects of your textbook?

As noted above the open-ended question has been analysed manually, and I have developed my own model of analysis. The answers are divided into two main categories, *contents and structure*, and each includes sub-categories. In the *Across* table there is an additional category, *storyline*, which includes the pedagogical concept of this textbook. A further description of this approach has been outlined in 3.2.1 “storyline approach.”

Contents covers the following sub-categories:

- Background info, literature, factual texts and language.

Structure covers the following sub-categories:

- One or two books, organization of words, exercises, CDs and website.

I will start with the *Across* responses by showing a table with a general survey of the number of students being positive and negative to the different categories, then more specific statements or views about different sub-categories will follow. *Passage* responses will be dealt with in the same way, and finally it will be interesting to compare the results and explore differences and similarities.

I was aware of the difficulties I might face in analysing the qualitative data. Some students did not answer at all, some chose the strong aspects only, while others had many comments to both aspects. Nevertheless I had to cope with this and decided to list all the positive and negative keywords on a piece of paper, e.g. “strong aspects”: Good and colourful illustrations, activities in separate book, words in the margin etc. and “weak aspects”: Expensive to buy two books, few practical challenges in workbook, too thick etc. After having done that, I counted the answers, listed them below each keyword, tried to work out some categories and finally in addition to the *storyline* category I came up with two main categories, *contents and structure*, which are illustrated in the table below. 100 *Across* students were supposed to answer. 28 students expressed a positive attitude to the storyline concept, while 12 students disliked it. As to *contents*, including background information, literature, factual texts and language 30 students gave positive responses, while 43 were dissatisfied in some way or another. As to *structure*, including one or two books, organization of words, exercises, CDs and website 40 students had a positive attitude, while 24 expressed a negative attitude.

ACROSS

<i>Categories</i>	<i>Strong aspects</i>	<i>Weak aspects</i>
Idea: Storyline	28 students	12 students
<i>Contents:</i> <ul style="list-style-type: none"> • Background info • Literature • Factual texts • Language 	30 students	34 students 9 students
<i>Structure:</i> <ul style="list-style-type: none"> • One or two books • Organization of words • Exercises • CDs • Website 	21 students 12 students 7 students	17 students 7 students
<i>Total number</i>	98 students	79 students

9 students think the outcome of the teaching entirely depends on the teacher and his ability to deal with the teaching material.

The next step will be to list some of the key words and phrases from the students in relation to *contents* and *structure*.

Strong aspects of Across:

Contents:

- Factual texts are good, neutral, varied, an easy language, material is explained in a comprehensible manner, varied and instructive exercises in workbook, have got more knowledge about the US and the UK, the factual texts with their “bobbles” good, humour, good short stories.

Structure:

- Books well- structured, nice illustrations/pictures, exercises in separate workbook, words in the margin, CDs good.

Idea: As can be seen from the table, 28 students think the idea about young people travelling through the US and the UK is good and funny as well.

Weak aspects of Across:

Contents:

- Monotonous texts/ uninteresting/ boring/ too detailed/ hardly catchy/ do not generate any motivation, only the simplest words provided, too much history/

almost like a history book/ silly to include social science in the texts, a shallow textbook/ it does not go into a subject in depth, the persons seem unrealistic/ the young people seem too grown-up when talking, too little everyday English, too little literature dealing with the American or British culture, too much difficult language and thus hard to grasp the action.

Structure:

- Confusing workbook with difficult exercises, few exercises in workbook dealing with the contents of the texts, exercises should succeed each text, not at the end of a whole chapter, few oral tasks, too little time for working with computers, hardly any grammar, textbook too thick, too many exercises.

Idea: 12 pupils think that the travel idea is boring. There is too much reiteration and too many dialogues.

I will continue the same procedure with the *Passage* responses. A brief survey of the number of students being positive and negative to the different categories follows below. Since *Passage* does not have the storyline concept, it is not included in the table. As can be seen from the table below 51 students gave positive responses as to *contents*, while 34 were dissatisfied in some way or another. As to *structure* 48 students had a positive attitude, while 21 expressed a negative attitude.

PASSAGE

<i>Categories</i>	<i>Strong aspects</i>	<i>Weak aspects</i>
<i>Contents:</i> <ul style="list-style-type: none"> • Background info • Literature • Factual texts • Language 	44 students 7 students	30 students 4 students
<i>Structure:</i> <ul style="list-style-type: none"> • One or two books • Organization of words • Exercises • CDs • Website 	7 students 5 students 15 students 21 pupils	13 students 8 students
<i>Total number:</i>	99 students	55 students

Key words and phrases of the students in relation to *contents* and *structure* follow below:

Strong aspect of Passage:

Contents:

- Tidy and well arranged, varied and instructive material and exercises, sensible splitting up of subjects, mixture of factual texts and literature, good grammar exercises in workbook, easy texts and language, good factual texts about the USA and the UK, some funny texts.

Structure:

- Words in the margin/ definition of words, exercises succeed each text, good illustrations, CDs are good.

Weak aspects of Passage:

Contents:

- Exercises to texts are boring, poor workbook, poor and boring texts and fact files, few genuine texts/ many old texts, poor short stories, few facts about authors, few oral tasks, few American texts, language difficult in some texts, too much history, many subjects too little in depth, few British texts, lack of texts with everyday language, some texts with difficult language, some funny exercises, too few texts containing countries outside the USA and the UK, few factual texts about the USA and the UK.

Structure:

- Texts about the USA and the UK are mixed, which are difficult to follow and confusing and monotonous, no CDs and workbook, never using the website, too few project- and group exercises, few essay suggestions, few illustrations, lack of glossary at the back of the book, miss grammar in the textbook.

Conclusion – survey question 16:

Examining the positive and negative responses, I would say the number of students being positive and negative is almost the same among the readers of *Across*, with a slight majority on the positive side. The result shows that there is a general agreement among the respondents that the book has both strong and weak aspects. Since 28 students seem to be satisfied with the storyline concept and 12 dissatisfied, we may perhaps draw the

conclusion that there is a positive tendency among the students to this idea as well? As to *Passage* we find a certain difference among the answers. 99 students have a positive view as to the contents and structure of the textbook, while 55 have a negative one. The final conclusion is, according to the results of the findings, that there are not any great differences to trace among the two groups of respondents as to their opinions of their English textbooks.

5. The study of the textbooks: Methodology and findings

One of the purposes of this thesis was to ask the students about their experiences and personal opinions of the two textbooks in question, which has already been dealt with in chapter 4. However, I also wanted to focus on the pre-reading activities in the two books. The theoretical and historical background in connection with the pre-reading activities have already been outlined in section 2.2. I thought it would be interesting to look more thoroughly at the pretextual activities in the books and to examine how theory is linked up to practice.

Consequently this chapter will deal with *pre-reading activities*. First I will briefly introduce pre-reading activities as an activity in an English textbook, and why I chose them as a part of my thesis. A comprehensive account of the method I have used in classifying the activities will follow below. The system of classification of these activities in *Passage* and *Across* is presented and followed by an explanation using typical examples from the two textbooks. A table illustrating the different categories in the books will precede the section dealing with the examples from the textbooks. Finally the results of the findings will conclude this chapter.

5.1 Pre-reading activities

In my 35 years of teaching practice, oral work in the classroom has always been a part of my teaching. Maybe one of the reasons for that, is that I teach German as well. Nevertheless English is for most pupils easier to speak than German, as it is more or less a part of their daily lives, partly because of the tremendous input from the media and partly because of Norwegians' favourable attitude towards English and the English-speaking world.

Traditional textbooks have always had a lot of written and oral activities, either following the texts or in a separate workbook. During my long teaching practice I have used many different textbooks with the same types of activities following the texts. However, early in the process of writing this MA-thesis I realised that analysing all activities would be an impossible task and too time-consuming. I had to make a choice, and decided to focus on and examine the *pre-reading activities in reading*, called *points of departure* in *Passage* and *trigger questions*

in *Across*. Pre-reading activities have not until the last two or three decades been included in the foreign language textbooks. The reason for this, as already mentioned in 2.2, was new theoretical insight from *mentalistic and cognitive learning theories* and the importance of *meaning in learning*. The latter was already a key word in the syllabus *Mønsterplanen for grunnskolen* 1987. The students' responses to the two survey questions dealing with pre-reading activities would also give me a better understanding of their usage in the classroom. In the following I have chosen to describe different types of pre-reading activities in a classroom. They may be done individually, in groups or in joint classes. Most of them are based on oral activities, but some also require some writing. These activities are mostly the same for listening- and reading texts. In this thesis I want to confine myself to pre-reading activities.

In 5.2 I briefly want to comment on the method I have used dealing with the pre-reading activities. In 5.3 I will present and explain the most common types of pre-textual activities. In 5.4 I will examine how the two textbooks use these activities as a tool for learning, and how concrete examples from the two textbooks are linked to the different types of activities. Tables will illustrate the frequency of the various types in the textbooks. The answers to the research question about pre-reading activities will be discussed in chapter 6 together with the answers to the other research questions.

5.2 Methodology

In *Passage* there are varied types of such activities, while *Across* authors have only concentrated on two types. Nevertheless I had to find a tool, which could serve the purpose of classifying the activities. To read all the texts in the two textbooks and study all the pre-reading activities were the next steps. I wanted to find out what the authors had focused on. This would give me an idea as to what types of pre-reading activities they wanted to emphasize. A major challenge was to construct a system of classification which could do justice to both books. Others would perhaps have decided otherwise. An additional problem was to decide whether the activities were meant to be done orally or in writing. This will be further discussed below.

I have chosen a system with *eight* main types of pre-reading activities, which I found appropriate. To a certain extent these agree with the activities mentioned in Simensen's book (1998: 143-147). In addition I have also examined thoroughly the numerous and varied activities in *Passage* and in *Across* to see what kind of activities the authors had chosen. On the basis of these studies I have made my own pre-reading suggestions. As mentioned earlier *Passage* has a great number of varied pre-reading activities. In *Across* only two of the eight types presented in 5.3 are represented, *category II* "*Discussions based on questions, statements etc.*" and *category I* "*Activities based on topic or title.*"

5.3 Classification of the pre-reading activities

In this part of the thesis the different categories will be thoroughly explained. All the *eight* categories are divided into sub-categories, and I ended up with the classifications presented below. The function of pretextual activities, as mentioned earlier in this thesis, is primarily to activate the students' previous experiences and knowledge about the topic of text, and in most of the activities in the two textbooks the students have the opportunity to make frequent use of their previous background knowledge. A survey showing the different categories in *Passage* will follow in section 5.4.2, in *Across* in section 5.4.5 and finally examples of pre-reading activities in *Passage* and *Across* will illustrate these categories in respectively 5.4.3 and 5.4.6.

I. Activities based on TOPIC or TITLE.

Brainstorming of keywords:

This is perhaps the most common and well-known activity, also called making *associations*. The basis for this activity is associations around the title or topic of the text. The intention is to elicit ideas or give the learners opportunity to make use of previous knowledge of the topic

- a) by associations around the title, topic or aspects or names related to the topic
- b) by making lists of different contextual ideas
- c) by trying to come up with their personal conceptions of qualities that they would expect in a friend and in certain professions

- d) by considering typical aspects of a foreign culture
- e) by coming up with examples of different sports, athletes, schools, sights or famous people
- f) by associations around given key words

Personal opinions and preferences could then be compared in groups and perhaps the findings may be written on the blackboard.

II. Discussions based on questions, statements etc.

a) Discussions based on answers to questions related to the text:

The learners are supposed to answer *questions* by using their background knowledge or personal experience. In that way social, cultural and political similarities and differences between their own native country and the target country can be discussed and compared. By discussing familiar aspects on the coming topic beforehand the learners' background knowledge will most likely make the reading more meaningful. These questions may deal with:

- historical aspects: The students are asked to answer questions by using their background knowledge about different historical eras, events, famous places and different groups of people.
- geographical aspects: The students are supposed to remember aspects of different countries, typical characteristics of the country or city and locate cities, towns or other well known places. By discussing well known aspects of countries before reading the text, the students' background knowledge will most likely make the reading more meaningful.
- political aspects: Some activities ask the students about their knowledge of previous political matters in different countries or current political issues.
- social and cultural aspects: This category comprises media, sports, schools and well known people.

- differences and similarities between the native country and the target country: Sometimes the students are asked to compare and discuss familiar aspects of their own country with the same aspects of the target country. The students will most likely reflect about their own situation, and perhaps develop a critical attitude to aspects both in their own country as well as in the target country.

b) Discussions based on given statements, famous slogans, proverbs or important keywords related to the topic:

In this category you will often find well-known *slogans, proverbs or statements* about for instance a city, a country or a worldwide activity which the learners are asked to discuss and take a stand on. This can also be given in terms of a little *poem* or some *statements* which express opposite aspects of an idea or of the topic in general. Sometimes there are exercises where some of *the main key words* in the text are explained in English. To ease the comprehension of the English text, the learners are asked to work out the Norwegian equivalents.

c) Questions asking for personal experience, opinion or reflection:

You might find questions where the learners have to try to remember experiences from their childhood to better understand the topic of the text. Questions can also be traced to experiences from their daily life. Other questions ask for personal opinion on the succeeding topic. In some activities you will find statements which the students are asked to discuss and take a stand on. These questions often start with “do you think that, would you have done that, do you find, do you agree or disagree, would you be willing to etc..” The students have to reflect on the different aspects or statements mentioned and most likely benefit from background knowledge or personal experiences in their answers.

III. Activities based on different kinds of text excerpts.

- a) Text excerpts as a basis for pre-reading activities may be of different types and sizes. One of the most common types is when *one or more sentences* are selected from the beginning of a text or a story where the learners have to predict what is to come next, or from the end of it where the purpose of the activity is to speculate on what has happened before.
- b) *Headings* of different paragraphs in the text may also be an exciting way of trying to guess more in detail what a text is about.
- c) It is also quite common to see a *short summary* of the story or *some central sentences* where important information about the content in general is given. In this manner the pre-reading activity gives some background information about the coming text.
- d) The last text excerpt activity I want to mention is the one having a selection of *key words* from the text to indicate what the text is about. The learners can orally construct their story on the basis of the selected words.

IV. Activities using quizzes.

Another category is the use of *quizzes* to activate the knowledge the learners possess of the topic of the text. Very often you will see this activity type introducing a historical or geographical text. Learners may be asked to match names and explanations or definitions. The quiz may also be presented in the form of a multiple choice task where the learners should tick off the right alternative.

V. Activities in terms of making surveys or using a questionnaire.

- a) Topics dealing with current affairs or matters concerning the daily lives of the learners frequently have pre-reading activities of this type. In these activities the learners are supposed to activate their personal experiences. A brief survey

or investigation may be made in class, and the findings may be written on the blackboard, and differences and similarities may be a starting point for a further discussion on the topic.

- b) The use of a *questionnaire* to make an opinion poll is also frequently used as a pre-reading activity. After having ticked their personal answer to a list of questions or statements the learners may compare their results with their neighbours and/or make a list of the findings on the blackboard.

VI. Activities based on pictures, tables etc.

- a) Using *pictures* as basis for a pre-reading activity is quite common. One or more pictures may be the point of departure for discussion.
- b) *Tables* containing lists of facts or figures is another common type of such exercises. Learners may elicit important facts from the columns or lists and this again may be followed by questions and comparisons.

VII. Activities based on written work to express opinions.

Writing has been involved in some of the activities mentioned, but mostly of limited extension. There are, however, activities where learners are supposed to write *meaningful sentences and paragraphs*.

- a) Activities involving writing may encourage the learners to write *one or more paragraphs* from given words from the new text. Writing explanations in the target language also exists as a pretextual activity.
- b) Occasionally *selected words* from a text may be the basis for writing questions to other pupils.

VIII. Activities introducing literary texts.

Recently there has been a greater focus in EFL ⁵ on the teaching of different literary genres, and many different types of literature are represented in the textbooks in upper secondary school. Before such texts you will also find pre-reading activities, which often comprise definitions or explanations of the particular genre. For instance different types of stories may be defined; a romantic story, a science fiction story, an initiation story (somebody is introduced into the world of adulthood), a fantasy story etc. The knowledge of the characteristics of the different types of literature, will perhaps facilitate the reading of the literary text for most learners. Some facts about the author and his purpose behind writing the novel or story may also be a part of such an activity. Finally, if relevant, facts about countries or some minority groups may introduce literary texts as well.

5.4 The analysis of the activities

A survey of the frequency of the different categories in *Passage* will follow in 5.4.2 and finally concrete examples from the books will be presented in 5.4.3 in order to illustrate the different categories.

5.4.1 Pre-reading activities in *Passage*

As mentioned earlier *Passage* has got 44 pre-reading activities altogether, and many of these activities do not include one single activity only. On the contrary most of them consist of different types of activities; mostly oral but also a few written activities.

Looking through *Passage* textbook for instruction as to oral or written activities, I found some indications concerning this aspect. Seven activities ask the students to *write* names, explanations or different words that come to their mind. In four activities they are supposed to *make lists* of important qualities or inventions or discoveries, and finally two activities ask the students to *write* questions or paragraphs. Thus some activities in *category I* “Activities based

⁵ English as a foreign language.

on topic or title” invite the students to write single words, while *category VII “Activities based on writing to express opinions”* invite the students to write questions and paragraphs. Apart from *category VII*, which encourages the students to write, I have not made any distinctions between oral and written activities in the other categories. The other categories leave the interpretation to the individual teacher. I will return to this aspect in relation to the concrete examples from the two textbooks. But during the working process I had the feeling these activities were mostly meant for oral work. This is of course my personal opinion of the matter.

5.4.2 Survey of categories in *Passage*

The following table indicates the frequency of the separate categories in *Passage*. Since most of the activities are divided into several parts, I have chosen to split them up in single units.

	CATEGORIES	Frequency
I.	ACTIVITIES BASED ON TOPIC OR TITLE	
	Brainstorming of keywords:	
a)	Associations around the title of the story, the topic or aspects or names related to the topic	7
b)	Making lists of different contextual ideas	2
c)	Trying to come up with personal conceptions of qualities the learners would expect in a friend or in certain professions	2
d)	Considering typical aspects of a foreign culture	
e)	Coming up with examples of different sports, athletes, schools, sights or famous people	2
f)	Associations around given keywords	1
II.	DISCUSSIONS BASED ON QUESTIONS, STATEMENTS ETC.	
a)	Discussions based on answers to questions dealing with <ul style="list-style-type: none"> • Historical aspects • Geographical aspects • Political aspects • Social and cultural aspects • Differences and similarities between different aspects of the native country and the target country 	5 1 6 4
b)	Discussions in light of given statements, famous slogans, proverbs and important keywords	15
c)	Questions asking for personal experience, opinion or reflection	21

III.	ACTIVITIES BASED ON TEXT EXCERPTS	
a)	Sentences selected from the beginning or the end of a story	3
b)	Heading of paragraphs	1
c)	A short summary or background knowledge of the topic	5
d)	A selection of keywords as a basis for an oral story	1
IV.	ACTIVITIES USING QUIZZES	
	Quizzes	3
V.	ACTIVITIES IN TERMS OF SURVEYS AND QUESTIONNAIRES	
a)	Surveys	4
b)	Questionnaires	1
VI.	ACTIVITIES BASED ON PICTURES, TABLES ETC.	
a)	Pictures	
b)	Tables	
VII.	ACTIVITIES BASED ON WRITTEN WORK TO EXPRESS OPINIONS	
a)	Write paragraphs from key words from the text	1
b)	Write questions from given words from the text	1
VIII.	ACTIVITIES INTRODUCING SOME LITERARY TEXTS	
a)	Explanations, definitions or characteristics of different literary genres, facts about author, countries or minority groups	11

This survey shows that the authors of *Passage* have made use of a varied selection of pre-reading activities. The most common ones, however, are *questions* which intend to introduce the learners to the topic of the text by eliciting previous knowledge or experiences of some kind. The authors also make frequent use of associations around *title* or *topic*.

5.4.3 Examples and explanations of pre-reading activities in *Passage*

In the present section I have picked out examples from *Passage* to explain the above-mentioned categories I to VIII, which have been thoroughly described in 5.3. To illustrate the variety of activities in *Passage* I have focused on one example from each of the main categories, starting with the activity in the textbook, and then if relevant I have split the activity into single units and related them to the different categories. In activities consisting of several parts, I have picked only one of the units to illustrate one of the relevant categories. Category VI “Activities based on pictures and tables” is in *Passage* an activity introducing

listening comprehensions and is therefore not represented among the pre-reading activities in my thesis.

EXAMPLE 1 (*Category I*):

P o i n t s o f d e p a r t u r e

What do you associate with the word love? Individually, take a few minutes to write down any words that come to mind. When you have completed your list, write as many words as possible on the blackboard to form a mind map.

(Passage: 59)

This activity consists of one activity only.

Category I: Activities based on Topic or Title.

a): Associations around title, topic or aspects or names related to the topic

This activity consists of one part. The students are asked to associate around the *title* of the text, “Poems of Love”, by writing key words.

EXAMPLE 2 (*Category II*):

P o i n t s o f d e p a r t u r e

“There’s no place like home” is a well-known proverb. It is easy to be critical of other countries, but have you ever wondered how visitors to Norway see *your* country? What do you think would surprise an American who visits Norway for the first time?

Before listening to or reading the following text, try to list as many things as possible that tourists might react to – either positively or negatively.

(Passage: 223)

This activity consists of one part.

Category II: Discussions based on questions, statements etc.:

b): Discussions in light of given statements, famous slogans, proverbs or important key words:

The activity introducing “Fjord Fever” starts with a proverb “There’s no place like home”. On the basis of this *proverb* the students are supposed to consider how tourists in Norway look upon the country and include positive as well as negative aspects.

EXAMPLE 3 (*Category V and III*):

Points of departure

Copy and fill in the questionnaire. Compare your answers to those of your neighbour afterwards.

		Yes	No
1.	<i>I like the challenge of tests and exam.</i>	.....	.....
2.	<i>Tests are a good way of measuring what you have learnt.</i>	.....	.....
3.	<i>We should have shorter tests regularly to help us prepare for final exam.</i>	.....	.....
4.	<i>I usually prepare for tests alone.</i>	.....	.....
5.	<i>My whole family knows when I have a big test to prepare for.</i>	.....	.....
6.	<i>Exams usually make me nervous.</i>	.....	.....
7.	<i>If I am desperate, I say a silent prayer.</i>	.....	.....

A young Catholic boy has been preparing for his science exam for a long time. In addition to studying, he has often gone to church to pray for questions he can answer on the exam. His grandmother, who is very religious, has told him about a saint he can turn to if he runs into difficulties on the exam.

Read the following short story and see if there is anything in the story that you can identify with.

(*Passage: 83*)

The activity is in three parts, but I will only deal with the first two parts. The short story is called “The Miraculous Candidate”.

1) Copy and fill in....

Category V: Activities based on surveys and questionnaires

b): Questionnaires:

The students are asked to fill in a questionnaire and compare the answers to their neighbours afterwards. They have to make up their minds about statements concerning their attitudes to an exam situation.

2) A young Catholic boy has been preparing

Category III: Activities based on text excerpt

c): A short summary or background knowledge to the topic

There are some lines from the story to give some background knowledge and to make the reading easier.

EXAMPLE 4 (*Category IV*):

P o i n t s o f d e p a r t u r e

How much do you know about environmental issues? See for yourself by taking the following “Green Quiz”:

1. How much trash does the average Norwegian produce in one year?
 - a) 60 kilos
 - b) 200 kilos
 - c) 450 kilos

2. Which date is celebrated by environmentalists all over the world as Earth Day?
 - a) 22 April
 - b) 21 October
 - c) 1 June

3. By how much does the world’s population grow each day?
 - a) 200,000 people
 - b) 100,000 people
 - c) 60,000 people

4. How large a part of the Earth is threatened with the spread of the desert?
 - a) An area as large as France
 - b) An area as large as Canada
 - c) An area as large as North and South America together

5. How many people in the world today lack clean drinking water?
 - a) 3 billion
 - b) 1.2 billion
 - c) 700 million

How well did you do on this quiz? In general, would you say that you are concerned about environmental issues?

On the next page is an article from a British newspaper about environmentalists who are not willing to sit peacefully on the sidelines while the environment is being threatened. Do you agree with their course of action?

(*Passage: 285*)

The activity is divided into three parts, of which the first one is of interest for my analysis. The succeeding text is “Eco-Terrorists”, which deals with environmental issues.

1) *How much do you know about environmental issues? See for yourself by taking the following “Green Quiz”*

Category IV: Activities using quizzes

The students must take a quiz to see how concerned they are about environmental issues. The quiz consists of five questions and each question has got three alternatives. They choose the one they think is correct.

EXAMPLE 5 (Category VII):

P o i n t s o f d e p a r t u r e

If you met someone who had gone to school abroad, what would you ask them? Make a short list of questions. Here are some key words:

tests, terms, homework, teachers, uniforms, school hours, exams, subjects.

(Passage: 74)

This activity, consisting of one part only, introduces a text about schools in the US and the UK, “A Visit from Abroad”.

Category VII: Activities based on writing to express opinions

b): Write questions from given words from the text

The students are asked to write some questions on the basis of selected words from the text. This activity is the only one in my material where the students may utilize their linguistic knowledge of how to make questions in the target language.

EXAMPLE 6 (*Category VIII*):

P o i n t s o f d e p a r t u r e

Many people think of the United Kingdom as a highly modern country with huge industrial cities such as London, Birmingham and Glasgow. In fact, even though 92 per cent of the British live in urban areas, most of them live in rather small towns, and some even live far, far away from the bustle and noise of the third millenium.

The Orkney Islands is one such remote place. The people of these islands – once part of the Norwegian Viking kingdom – have kept many of their old traditions and customs.

(*Passage: 281*)

This activity, which in fact is no real activity, introduces the short story “Shell Story” by George Mackey Brown.

1) Many people think of the United Kingdom as a highly....

Category VIII: Activities introducing literary texts

a): Explanations, definitions or characteristics of different literary genres, facts about the author, countries or minority groups

This activity presents some facts about how British people live – from urban areas to remote places like the Orkney Islands. These facts may of course lead to a stimulation of the students’ background knowledge. Perhaps some students will relate the Orkneys to the invasion of the Vikings in the 900th century?

EXAMPLE 7 (*Category V and I*):

P o i n t s o f d e p a r t u r e

- a) How many students in your class have access to Internet at home? What do you use the Internet for? Do any students have their own home page? Make a brief survey in class.
- b) The language of the Internet is English. This means that many Internet terms may seem difficult to understand. Below is a list of some of them. In pairs, or individually, try to find out what they mean. Write your explanations in English, and then translate the words.

Site, network, www, address, search engine, link, cyberspace, search word

(*Passage:35*)

This is a two-part activity to the factual text “Surfing and Searching the Internet”.

1) How many students in your class....

Category V: Activities based on surveys and questionnaires

a): Surveys

The first part asks for the students’ access to the Internet at home and their use of it, before they make a survey in class.

2) The language of the Internet is English. This means that many Internet terms may seem difficult to understand....

Category I: Activities based on topic or title

f): Associations around given keywords

This part consists of a list of Internet terms of which the students are asked to find the meaning, *write* English explanations and translate the words into Norwegian.

5.4.4 Pre-reading activities in Across

Across has 25 pre-reading activities or trigger questions, which is the term used in the book. All of them have from one to four *questions*, but sometimes you will also see activities based on *associations* about the succeeding topic. Only three questions ask the students to make a *list of words* in connection with the coming topic. The trigger questions in *Across* have no

clear indications as to written or oral activities. The word *name*, for instance, which appears four times, may be interpreted either as writing or as an oral activity. Whether the questions were supposed to be done orally or in writing, was a constantly recurring question during my analysis. However, I had the feeling the pre-reading activities in *Across* were mostly meant for oral work, since there were no appropriate instructions to find. In my analysis of the activities I found it necessary to split them up in separate units and relate each question to the relevant eight categories explained in chapter 5.3. In *Across* only two of these categories appear:

- I. *Activities based on topic or title and*
- II. *Discussions based on questions, statements etc.*

The questions have primarily relevance to the following aspects:

- Historical aspects
- Geographical aspects
- Political aspects
- Social and cultural aspects (sports, media, schools, environment, working life)
- Personal aspects or opinions
- Comparisons between the native country and the target country

Except for *personal aspects or opinions* and *comparisons between the native country and the target country* all the other aspects mentioned above are included in target 5a and 5b in the 1994 syllabus, where the students are supposed to acquire a certain amount of knowledge of the English-speaking world. Having examined the 1994 syllabus and its additional methodology, I could not find any indications as to activities dealing with comparisons between the two cultures. The only place where Norwegian culture is mentioned is in target 3d “*be able to communicate some prominent features of Norwegian culture.*”

In chapter 5.3 the different categories for activities in both books have been described and explained. I will all the time refer to these categories when presenting examples from *Across*. A survey of the categories in *Across* will precede the examples and indicate the frequency of the different categories in the book in the same way as was done in connection with *Passage* above.

5.4.5 Survey of categories in *Across*

The following table indicates the frequency of the categories in *Across*.

	CATEGORIES	Frequency
I	ACTIVITIES BASED ON TOPIC OR TITLE	
	<i>Brainstorming of keywords</i>	
a)	Associations around the title of the story, the topic or aspects or names related to the topic	9
b)	Making lists of different contextual ideas	
c)	Trying to come up with their personal conceptions of qualities that they would expect in a friend or in certain professions	
d)	Considering typical aspects of a foreign culture	1
e)	Coming up with examples of different sports, athletes, schools, sights or famous people	3
f)	Associations around given keywords	
II	DISCUSSIONS BASED ON QUESTIONS, STATEMENTS ETC.	
a)	Discussions around answers to questions dealing with <ul style="list-style-type: none"> • Historical aspects • Geographical aspects • Political aspects • Social and cultural aspects • Differences and similarities between the native country and the target country 	10 1 2 5 7
b)	Discussions in light of given statements, famous slogans, proverbs or important keywords	1
c)	Questions asking for personal experience, opinion or reflection	22
III	ACTIVITIES BASED ON TEXT EXCERPTS	
a)	Sentences selected from the beginning or the end of a story	
b)	Heading of paragraphs	
c)	A short summary or background knowledge to the topic	
d)	A selection of keywords as a basis for an oral story	
IV	ACTIVITIES USING QUIZZES	
	Quizzes	
V	ACTIVITIES BASED ON SURVEYS AND QUESTIONNAIRES	
a)	Surveys	
b)	Questionnaires	

VI	AVTIVITIES BASED ON PICTURES, TABLES ETC.	
a)	Pictures	
b)	Tables	
VII	ACTIVITIES BASED ON WRITING TO EXPRESS OPINIONS	
a)	Write paragraphs from keywords from the text	
b)	Write questions from given words from the text	
VIII	ACTIVITIES INTRODUCING SOME LITERARY TEXTS	
a)	Explanations, definitions or characteristics of different literary genres, facts about author, countries or minority groups	

According to the survey the most common activity is the *questions*, which intend to introduce the students to the topic of the text by eliciting previous knowledge or experiences of some kind. In particular the authors make frequent use of questions based on personal opinions or reflection.

5.4.6 Examples and explanations of different activities in *Across*

As already noted above I will follow the same approach with the examples from *Across* as I did with *Passage*. The activity from the textbook introduces the example, then the activity will be related to the relevant categories. Since the pre-reading activities in *Across* only deal with two of the main categories, the examples will consequently be fewer. To illustrate the variety in category II I have also included examples from the different subcategories.

EXAMPLE 1 (*Category II*):

Trigger Questions

Do you remember from your history lessons that the Vikings sailed across the sea to Britain? Where did they land for the first time? Do you know when this happened? Why were they there?

(*Across*: 29)

The activity to chapter 2 “Arrival in England” consists of four questions. All questions belong to:

Category II: Discussions based on questions, statements etc.

a): Discussions around answers to questions dealing with historical aspects

The students are asked to activate background knowledge from earlier history lessons about the Vikings; where, when and why they were in England.

EXAMPLE 2 (Category I and II):

Trigger Questions

Name five things, places or events that you associate with London. If you were to visit London what would be number one on your list? Why?

(Across: 107)

The activity introducing chapter 7 “To the Capital” consists of three parts.

1) Name five things, places....

Category I: Activity based on topic or title

a): Associations around the title, topic or aspects or names related to the topic

The students are asked to associate around London, thus activating their background knowledge about the many famous sights of the city.

2) If you were to visit....

Category II: Discussions based on questions, statements etc.

c): Questions asking for personal experience, opinion or reflection

This question asks about their preferences visiting London. Personal experiences may facilitate their decision.

3) Why?

Category II: Discussions based on questions, statements etc.

c): Questions asking for personal experience, opinion or reflection

The students are asked to reflect around their choice.

EXAMPLE 3 (Category II):

Trigger questions

When you look at the map of the British Isles you notice that Ireland is divided between two countries, Eire and the UK. Do you know why this is so? Have you heard of anything in the news lately about this partition and the problems it has caused?

(Across: 59)

The activity to chapter 4 “Over the sea to Ireland-North and South” consists of two questions.

1) *When you look at the map of the British Isles you notice that Ireland is divided between two countries, Eire and the UK. Do you know why this is so?*

Category II: Discussions based on questions, statements etc.

b): Discussions in light of given statements, famous slogans, proverbs or important keywords

This question asks the students to activate their background knowledge as to the political division between Eire and the UK.

2) *Have you heard of anything....*

Category II: Discussions based on questions, statements etc.

c): Questions asking for personal experience or opinion

The students are asked about the current political situation and the problem it has caused.

EXAMPLE 4 (Category II):

Trigger Questions

Washington D.C. is the center of national political activity with the White House, Congress and the Supreme Court. What similar activities are carried on in Oslo? What are the differences between life in our capital, Oslo, and life in Washington D.C.?

(Across: 207)

The activity to chapter 6 “Washington D.C.” consists of two questions.

1) Washington D.C. is the center of national political activity with the White House, Congress and the Supreme Court. What similar activities are carried on in Oslo?

Category II: Discussions based on questions or statements etc.

a): Discussions around answers to questions dealing with differences and similarities between the native country and the target country

This question is introduced by some information about the political system in the US. Based on this the students are asked to present the Norwegian equivalent and must thus activate their background knowledge.

2) What are the differences between life in our capital, Oslo, and life in Washington D.C.?

Category II: Discussions based on questions or statements etc.

c): Questions asking for personal experience, opinion or reflection

Here the students are asked to reflect on the differences between life in the Norwegian and American capital. In doing this they will perhaps develop a critical attitude to aspects both in their own country as well as in the target country.

EXAMPLE 5 (Category I and II):

Trigger Questions

When you think of Scotland, what do you think of? What is Scotland famous for? Can you name five things that are typically Scottish? Name five Scottish towns and find out where they are located.

(Across: 43)

The activity to chapter 3 “To the North-Scotland” consists of two questions and two activities.

1) When you think of Scotland....

Category I: Activities based on topic or title

a): Associations around the title, topic or aspects or names related to the topic

The students are supposed to associate around the name Scotland, and they will most likely benefit from their background knowledge or even personal experiences.

2) What is Scotland famous for?

Category II: Discussions based on questions, statements etc.

a): Discussions around answers to questions dealing with social and cultural aspects

This question requires some facts about Scotland, and again background knowledge or personal experiences will be useful.

3) Can you name five things...

Category I: Activities based on title or topic

a): Associations around the title, topic or aspects or names related to the topic

The students are asked to name five things which are typically Scottish.

4) Name five Scottish towns...

Category II: Discussions based on questions, statements etc.

a): Discussions around answers to questions dealing with geographical aspects

By means of a map the students are going to locate five Scottish towns. The students' background knowledge of geography will most likely make this process easier.

5.5 Summing up: Findings

The last section of this chapter is devoted to the results of the analysis of the pre-reading activities in the two textbooks. I have chosen to present the results in terms of a table showing the numerical distribution of activities in the different categories in the two books. Thus the similarities and differences can easily be traced. I have also presented other aspects in connection with the activities which can be of interest in this thesis, such as the various activities in the different categories and the instructions in the textbooks. I have mostly pointed at the differences and explained them briefly, but I have also included some of the similarities.

The activities in the different categories:

Category I: Activities based on topic

The total number of activities in the books does not differ considerably in *category I*, with *Passage* having 14 and *Across* 13. What differs, however, is the internal distribution of the activities in the different sub-categories. While the *Passage* activities are equally distributed in all the sub-categories, the *Across* activities only cover three out of six sub-categories.

Category I a) Associations around the title of the story, the topic etc.. is in both books well represented.

Category II: Discussions based on questions....

This category is also well represented with the same total number of activities, but as in the first category the distribution of the activities differs. The activities are spread along all sub-categories, but while the *Passage* activities are centred around the sub-categories *b) Discussions in light of given statements etc.* and *c) Questions asking for personal experience etc.*, most of the activities in *Across* are located in *a) Discussions around answers to questions dealing with historical aspects* and *c) Questions asking for personal experience etc.*

Category III, IV, V, VI, VII and VIII:

There is a striking difference when we compare category III to VIII in both books. As can be discovered in the table below, we find no activities in these six categories at all in *Across*. Consequently I will include all the remaining six categories in this paragraph, since only *Passage* is represented. *Passage* has 10 activities in *category III*, with *c) A short summary or background* ..representing most of the activities. *Category IV, V, VII and VIII* have respectively 3, 5, 2 and 11 each, while *category VI* is not represented in any of the books. In *Passage* *category VI* is some times represented in the listening comprehension activities, but these are not a part of my thesis, nor are pre-reading activities instructing an activity while reading.

<i>CATEGORIES</i>	<i>PASSAGE FREQUENCY</i>	<i>ACROSS FREQUENCY</i>
<i>I. Activities based on topic, or title:Brainstorming of keywords:</i>		
a) Associations around the title of the story, the topic etc.	7	9
b) Making lists of different contextual ideas	2	
c) Trying to come up with personal conceptions etc.	2	
d) Considering typical aspects of a foreign culture		1
e) Coming up with examples of different sports etc.	2	3

f) Associations around given keywords	1	
Total category I	14	13
II. Discussions based on questions, statements etc.		
a) Discussions based on answers to questions dealing with		
• historical aspects	5	10
• geographical aspects		1
• political aspects	1	2
• social and cultural aspects	6	5
• differences and similarities etc.	4	7
b) Discussions in light of given statements etc.	15	1
c) Questions asking for personal experience etc.	21	22
Total category II	52	58
III. Activities based on text excerpts		
a) Sentences from the beginning or the end of a story	3	
b) Heading of paragraphs	1	
c) A short summary or background knowledge etc.	5	
d) A selection of keywords as a basis for an oral story	1	
Total category III	10	
IV. Activities using quizzes		
Quizzes	3	
Total category IV	3	
V. Activities based on surveys and questionnaires		
a) Making surveys	4	
b) Filling out questionnaires	1	
Total category V	5	

<i>VI. Activities based on pictures, tables etc.</i>		
a) Pictures		
b) Tables		
<i>Total category VI</i>	<i>0</i>	
<i>VII. Activities based on written work etc.</i>		
a) Write paragraphs from keywords from the text	1	
b) Write questions from given words from the text	1	
<i>Total category VII</i>	<i>2</i>	
<i>VIII. Activities introducing some literary texts</i>		
a) Explanations, definitions or characteristics of different literary genres, facts about author, countries or minority groups	11	
<i>The total number of activities, all categories</i>	<i>97</i>	<i>71</i>

As noted earlier, *Passage* has all in all 44 pre-reading activities, while *Across* has got only 25 pre-reading activities. There are 10 chapters in *Passage*, and each chapter comprises many texts. Preceding each text there is a pre-reading activity. *Across*, however, has 25 chapters with a pre-reading activity preceding each chapter. Since many of these activities in both books combine several categories, I chose to split them up in smaller units. The final number of activities for that reason increased considerably.

An interesting and relevant question is why the books included such a considerable number of pre-reading activities. There has been an increasing tendency the last decades to include such activities in foreign language textbooks in Norway. This development may be understood and explained by the reading theories discussed in section 2.2 in this thesis. The top-down reading model claims that a reader brings knowledge structures or schemata into the reading process. These knowledge structures can be activated prior to the reading in terms of looking at

illustrations, titles, topics etc. The understanding of a text is thereby subjective, and a reader will find different parts of the text important depending on his own experiences or schemas. This individual element of reading has been increasingly stressed and discussed after *Scope* entered the market. *Metodisk Rettleiing* from 1994, outlined in 2.2.3, further stressed the importance of pre-reading activities.

The highest number of activities in both books is represented in *category IIc*) “*Discussions based on questions, statements etc.*” – *Questions asking for personal experience, opinion or reflection*. The reason for this may be the increased influence of the communicative approach, which is also highlighted in the 1994 syllabus and its methodology. It is assumed that a student will find it more meaningful to speak the target language if he has to express his own opinion:

“Communication language teaching emphasizes the development of learners’ ability and willingness to use the target language appropriately and accurately for the purposes of effective communication. Priority is attached to understanding, negotiating and expressing meaning, and the learning of structures and vocabulary serves this aim” (Sheils in *Metodisk Rettleiing* 1994: 13-14).

The methodology devotes several pages on how to organise meaningful debates and discussions in the classroom. Pre-reading activities thus initiate interaction between the students in the target language.

The instructions in the textbooks:

When looking at the pre-reading activities in *Passage* and *Across* there are two striking differences. The first noteworthy difference is that the *trigger questions* in *Across* only include two out of eight relevant categories presented and discussed as noted above. In the activities in *Passage* all the eight categories are represented, and they are evenly distributed among the activities.

The second difference is that pre-reading activities in *Passage* frequently include instructions concerned with how the activity should be worked with. The instructions usually ask the students to discuss and express their reactions and responses in class, groups or in pairs. This can be explained by the increased focus on interaction in the learning process. Thus authentic communication is present, the students communicate with either other students or their teacher, and the aim of the teaching is more or less fulfilled. Interaction also brings forth the

students' use of both comprehension skills, target 1 and 2 "Comprehension of spoken and written English" and the production skill, target 3 "Use of spoken English", which are much stressed in the 1994 syllabus. In *Across* there are no real instructions as to how these activities should be worked with. They start immediately with the questions.

Thus the most important differences between the pre-reading activities in the two books are the following:

- The internal distribution of activities in the two books is different.
- The activities in *Passage* are more varied and cover all the eight categories.
- In *Passage* you will find instructions as to how the activity should be worked with.

In addition, what distinguishes *Passage* and *Across* questions is that many of the questions in *Across* ask the students to compare and discuss social, political or cultural similarities and differences between their own country and the target country. Besides almost all questions have an additional question about the students' personal opinion about the topic to come.

The most important similarities between the pre-reading activities in the books are the following:

- Most of the activities in both books are concentrated in *category II "Discussions based on questions, statements etc."* with *IIC) Questions asking for personal experience, opinion or reflection* covering most of the activities.
- In *category I "Activities based on topic or title"*, *Ila) Associations around....* is the sub-category which covers most of the activities.

As mentioned above the substantial number of pre-reading activities in both textbooks may be explained by the knowledge of reading theories in general among textbook writers. They have evidently found these activities, which stimulate interaction and oral communication, very important. This is also the essence in the 1994 syllabus and its methodology. As noted earlier, the evaluation section of 1994 syllabus sums up the purpose of the teaching by stating: "the aim of the teaching is that the pupil should obtain a high level of communicative competence"(1994 syllabus: 58, my translation).

6. Answers to the research questions

This chapter will on the whole deal with the answers to the four research questions presented in section 1.2 “*The research questions and their purpose.*” The answers will be based on the findings of the survey analysis. In answering my research questions I have attached more importance to some survey questions than others because I thought these would more easily help me answer the research questions. Since I primarily wanted to find out about the students’ attitudes and personal opinions on textbooks, the relevant question used in the analysis has on the whole been related to the variable “*Which textbook have you used this year*” – survey question 5. For convenience the research questions are repeated below together with their relevant survey questions:

- 1) What do the students think about the organization and introduction of texts and contents in the two books and the outcome of the teaching?
Question 6, 13, 14, 15 and 16.
- 2) Do students’ answers about the strong and weak aspects of *Across* correspond with those of *Passage*?
Question 16.
- 3) How do the students imagine the ideal textbook?
Question 6.
- 4) How do the two textbooks deal with the pre-reading activities, how often are they used in the lessons and what do the students think is the purpose of such activities?
Question 10 and 11.

I will present the answers to these questions and then draw conclusions concerning the validity of my hypothesis presented in section 1.3 “*The reason for the topic area*”; namely that *Across with its untraditional organization and presentation of texts and contents and its fairly easy language would create a higher motivation for learning and accordingly lead to a conception of better English skills and knowledge. Pre-reading activities as important aspects of each text in Across and Passage were frequently used as oral activities in the classroom.*

Finally I will try to comment on some of the findings, since my personal experiences with the two textbooks in question should give me the opportunity to a certain extent to interpret the results from a teacher's point of view.

6.1 Research questions 1 to 4

Research question 1:

- 1) What do the students think about the organization and introduction of texts and contents in the two books and the outcome of the teaching?

For convenience I will repeat the relevant survey questions needed to answer this research question properly. Since several of the survey questions have a considerable number of response alternatives I have chosen to repeat the main question only, as the other alternatives have been presented in section 4.5.5 "*Analysis: Major and minor findings.*" Survey question 16 is the open-ended question producing qualitative data, which has also been thoroughly explained in 4.5.5. Thus the "textbook" mentioned in survey question 16 below means, of course, the textbook the student is reading.

Survey question 6) Do you *agree* or *disagree* with the following statements on how the ideal textbook should be? There are 4 options for the students to choose from:
agree, partly agree, partly disagree, disagree

Survey question 13) *Skills*: You have used *Across* or *Passage* this school year. Evaluate the statements below as *right* or *wrong* according to your situation. There are 4 options to choose between: *correct, partly correct, partly incorrect, incorrect.*

Survey question 14) *Knowledge:USA*: How much do you think you have learned about the following American subjects? There are 4 options to choose between:
very much, quite much, quite little, very little.

Survey question 15) *Knowledge:UK*: How much do you think you have learned about the following British subjects? There are 4 options to choose between:
very much, much, not much, little.

Survey question 16) What do you think are the *weak* and *strong* aspects of the textbook?

The students have expressed their opinions by means of words, phrases or sentences.

Since I have thoroughly described the findings of each response alternative of the relevant survey questions, 6, 10, 11, 13, 14, 15 and 16, in chapter 4 above, I will below only concentrate on the similarities and differences. The reader may look to 4.5.5 for details or take a look at the enclosed questionnaire.

Survey question 6: Do you agree or disagree with the following statements on how the ideal English textbook should be?

The analysis of question 6 shows the following similarities and differences between the two groups of respondents:

Similarities:

- Factual texts about the USA and the UK should be separated from each other.
- The texts should have a simple and everyday language.
- All the texts should be followed by questions, testing the comprehension of the contents.
- The activities should contain both oral and written tasks.

Differences:

Across:

- The students seem to be rather positive about the organization and introduction of texts and contents in the textbook.
- Many of the students would have appreciated a more advanced language.
- The respondents agree to have the exercises in a separate workbook.
- The students want the teacher to play the CD when presenting a new text.

Passage:

- For most of the students a more demanding language is of no importance.
- The respondents do not want the activities to be in a separate workbook.
- Whether the CD is being played or not, is of no great importance to the readers.

Survey question 13: Skills: *You have used Across or Passage this school year. Evaluate the statements below as right or wrong according to your situation.*

The analysis of question 13 shows the following similarities and differences between the two groups of respondents. The answers to this question are based on the students' self-rating, and the possessive pronoun *my* and the personal pronoun *I* have been replaced by *their* and *they* respectively.

Similarities:

- Their oral presentation of different topics has improved.
- They understand English in a lecture, a listening comprehension or a film much better than earlier.
- They have become better at writing longer and continuous texts.
- They can express and give reasons for own attitudes both orally and in writing better than earlier.
- Their understanding of English grammar has improved.

Differences:

Across:

- There is a certain disagreement among the students that their oral English about everyday subjects has improved.
- The readers claim it has become easier for them to read longer texts.
- They have not used the internet very much.
- The students agree that they have learned many new words and expressions.

Passage:

- The responses to *a*, *d*, *f* and *h* are all located in the two middle positions and the respondents therefore take a neutral position.

Survey question 14: Knowledge:USA: *How much do you think you have learned about the following American subjects?*

The analysis of question 14 shows the following similarities and differences between the two groups of respondents. This question wants to find out how much the students think they have learned about different aspects of American society.

Similarities:

- Both groups of respondents think they have learned quite much about customs and values and education and working life in America. In addition an equal number of respondents from both groups think they have learned very much about social conditions.

Differences:

Across:

- The respondents agree having learned very much about American history.
- The students' answers show a certain negative tendency to the geography alternative, since the answers are distributed among the last three categories.
- As to literature, they think they have hardly read any literature.

Passage:

- On both *a*, *b* and *f* the responses are located in the two middle positions.

Survey question 15: Knowledge:UK: How much do you think you have learned about the following British subjects?

The analysis of question 15 shows the following similarities and differences between the two groups of respondents. This question wants to find out how much the students think they have learned about different aspects of British society.

Similarities:

- Both groups are neutral to the statement of customs and values and British literature.
- Both groups maintain they have learned much about social conditions.

Differences:

Across:

- Half of the respondents think they have learned much about British history, the other half disagree.
- Most respondents think they have learned a little about British geography.
- Some think they have learned much about education and working life, and some think they have learned very little.

Passage:

- The respondents think they have learned much about British history.
- The respondents both disagree and agree that they have learned some geography.
- The students maintain they have got much knowledge about British education and working life.

Survey question 16: What do you think are the strong and weak aspects of your textbook?

I will start by presenting what many of the *Across* and *Passage* students think are the most noticeable strong and weak aspects of contents and structure of the two books. The following short presentation will only include the statements being mentioned most by the students. A more detailed survey will follow later in this section.

Across: Weak aspects:

Contents:

- Monotonous texts/ uninteresting/ boring/ too detailed/ hardly catchy/ do not generate any motivation.
- Too much history/ almost like a history book/ silly to include social science in the texts.

Structure:

- Confusing workbook with difficult exercises.
- Exercises should succeed each text, not at the end of a whole chapter.

Across: Strong aspects:

Contents:

- Texts are good.
- Varied and instructive exercises in workbook.

Structure:

- Books well-structured.
- Nice illustrations/pictures.

I think that it is worth mentioning that 9 students think the outcome of the teaching entirely depends on the teacher and his or her ability to deal with the teaching material.

Passage: Weak aspects:

Contents:

- Poor and boring texts and fact files.
- Exercises to texts are boring.

Structure:

- Texts about the USA and the UK are mixed, which are difficult to follow, confusing and monotonous.
- Never using the website.

Passage: Strong aspects:

Contents:

- Tidy and well arranged, varied and instructive material and exercises.
- Easy texts and language.

Structure:

- Exercises succeed each text.
- Good illustrations.

Answer to research question 1:

- 1) What do the students think about the *organization and introduction of texts and contents* in the two books and *the outcome of the teaching*?

For convenience 1a) below refers to “the organization and introduction of texts and contents in the two books” and 1b) to “the outcome of the teaching”. I will mainly use key words and phrases when illustrating the students’ opinions, but some times it has been necessary to use ordinary sentences.

Across readers:

1a) Organization and introduction of texts and contents:

Structure:

1. *One or two books:* Confusing workbook with difficult exercises, text-book too thick, books well structured, nice illustrations.
2. *Organization of words:* Words should be in margin.
3. *Exercises:* Exercises should be in a separate workbook, few exercises in the workbook dealing with the contents of the texts, exercises should always succeed each text, few oral tasks, too many exercises, varied and instructive exercises in the workbook, hardly any grammar.
4. *CDs:* CDs good, and teacher should play the CD when presenting a new text.
5. *Website:* Too little time for working with computers.

Idea:

The majority of the *Across* respondents as to the storyline approach seem to be rather positive about the untraditional organization and introduction of texts.

Contents:

1. *Background info:* No comments are given.
2. *Literature:* Good short stories, too little literature dealing with the American or British culture.
3. *Factual texts:* Factual texts are good, neutral, varied. The factual texts with their “bobbles” are good, humour. The material is explained in a comprehensible manner. Monotonous texts/uninteresting/boring/too detailed/hardly catchy/do not generate any motivation, only the simplest words provided, too much history/almost like a history book/silly to include social science in the texts, a shallow

textbook/it doesn't go into a subject in depth, the persons seem unrealistic/the young people seem too grown-up when talking.

4. *Language:*

Too much difficult language and thus hard to grasp the action, too little everyday English. Many of the students would have appreciated a more advanced language.

Passage readers:

1a) *Organization and introduction of texts and contents:*

Structure:

1. *One or two books:* The activities should succeed each texts, not be in a separate workbook, few illustrations, good illustrations.
2. *Organization of words:* Words or definition of words should be in the margin.
Lack of glossary at the back of the book.
3. *Exercises:* Good grammar exercises in the workbook, too few project- and group exercises, few essay suggestions, miss grammar in the textbook, exercises to texts are boring, some funny exercises.
4. *CDs:* CDs are good.
5. *Website:* Website is never used.

Contents:

1. *Background info:* Few facts about authors.
2. *Literature:* A good mixture of factual texts and literature, poor short stories.
3. *Factual texts:* Tidy and well arranged, sensible splitting up of subjects, easy texts, good factual texts about the USA and the UK, some funny texts, poor and boring texts and fact files, few genuine texts/many old texts, few American texts, too much history, many subjects too little in depth, few British texts, too few texts containing countries outside the USA and the UK, few factual texts about the USA and the UK. Texts about the USA and the UK are mixed, which are difficult to follow, confusing and monotonous.
4. *Language:* Easy language, language difficult in some texts, lack of texts with everyday language.

Similarities:

- Factual texts about the USA and the UK should be separated from each other.
- The texts should have a simple and everyday language.
- All the texts should be followed by questions, testing the comprehension of the contents.
- The activities should contain both oral and written tasks.

Differences:

Only the main differences will be presented below:

Across:

- The students seem to be rather positive about the organization and presentation of the textbook.
- Many of the students would have appreciated a more advanced language.
- The respondents agree to have the exercises in a separate workbook.
- The students want the teacher to play the CD when presenting a new text.

Passage:

- For most of the students a more demanding language is of no importance.
- The respondents do not want the activities to be in a separate workbook.
- Whether the CD being played or not, is of no great importance to the readers.

1) What do the students think about the organization and introduction of texts and contents in the two books and *the outcome of the teaching*?

1b) The outcome of the teaching.

Survey questions 13, 14 and 15 will help me answer the last part of research question 1. I will start with survey question 13, which deals with the comprehension and production skills.

Similarities:

- Their oral presentation of different topics has improved.
- They understand English in a lecture, a listening comprehension or a film much better than earlier.
- They have become better at writing longer and continuous texts.

- They can express and give reasons for own attitudes both orally and in writing better than earlier.
- Their understanding of English grammar has improved.

Differences:

Across:

- There is a certain disagreement among the students that their oral English about everyday subjects has improved.
- The readers claim it has become easier for them to read longer texts.
- They have not used the internet very much.
- The students agree that they have learned many new words and expressions.

Passage:

- The responses to *a, d, f* and *h* are all located in the two middle positions and the respondents therefore take a neutral position.

On the basis of the findings I will finally present the most important opinions of the *Across* readers and the *Passage* readers. In order to do justice to my conclusion, most importance has been attached to the statements which have been most frequently mentioned by the respondents. It will be appropriate to divide the research question in two parts; a) *the organization and presentation of the textbooks* and b) *the outcome of the teaching*.

a) The organization and introduction of texts and contents in the two books:

A substantial number of *Across* readers think the travel concept of the book is both good and funny. The texts are varied, the book well structured and has nice illustrations. The CDs to the texts are good and the students think it is an advantage that the teacher plays the CD when presenting a new text. One reason for that may be that the book is thick and many texts are long and comprehensive. Some feel the book is almost like a history book and think it is silly to include so much history in an English textbook. The students are asked about strong and weak aspects of the book, and many claim that the texts are monotonous and do not generate any motivation. As to the language some ask for more everyday language, while others want a more demanded language. Many mention the advantage of having the exercises in a separate workbook. Others emphasize that the workbook is confusing and the exercises difficult.

Most of the *Passage* students have the following positive opinions on the contents and structure of their textbook. The material is tidy, well-arranged, varied and instructive, and so are the exercises. Besides they like the exercises to succeed each text. The good illustrations are referred to, and words and definition of words in the margin are of great importance to many respondents. The comparatively easy language is also indicated by some students. The negative aspects are first and foremost that texts about the USA and the UK are mixed, thus confusing and difficult to cope with. Website seems to be unfamiliar to many of the respondents. Some think the exercises to the texts are boring. Some of the respondents, who are familiar with the separate workbook, think it is a poor book. Concerning the language the students disagree; some feel the language is easy, others difficult.

b) The outcome of the teaching:

Survey question 13 deals with the comprehension and production skills. Of course opinions differ, but the majority of the *Across* readers are of the opinion that they have improved their English skills during the school year:

Their oral presentation of a text has improved, but there is a certain disagreement as to whether their oral English about everyday subjects has improved. They feel they can express and give reasons for own attitudes both orally and in writing better than earlier. It has also become easier to read longer texts. Many respondents also maintain that they understand English in a lecture, a listening comprehension or a film better than earlier. They agree that they have learned many new words and expressions and their understanding of English grammar has improved. They have not used the internet very much.

The *Passage* readers, on the other hand, hold a more neutral position to these statements, apart from the response alternative asking the students whether their understanding of English has improved during the school year. To this statement all the answers are located in the first two options, thus showing a positive attitude.

Survey questions 14 and 15 deal with knowledge about the USA and the UK, and both questions will be included in the presentation below.

The *Across* respondents think they have learned quite much about American customs and values, education and working life and very much about social conditions in America. They also agree that they have got very much knowledge about American history, but they feel they have not learned much geography and hardly read any literature. Concerning British society some students feel they have learned much about customs and values and British literature, while others disagree to that statement. The same is the case as to education and working life and British history. Most of the respondents feel they have learned much about social conditions in Britain. Geography does not seem to be much emphasized as most of the students claim they have got little knowledge about British geography, as was the case with American geography as well.

The *Passage* readers also think they have learned quite much about American customs and values, education and working life and very much about social conditions in America. Concerning American history, geography and literature they take a neutral position. As to British customs and values, social conditions, geography and literature they both agree and disagree, thus once more taking a neutral position. British history, education and working life, however, are aspects which the students feel they manage very well.

Research question 2:

- 2) Do students' answers about the strong and weak aspects of *Across* correspond with those of *Passage*?

The answers to this question will on the whole be based on survey question 16 “*What are the weak and strong aspects of your textbook?*” The results of the findings have already been thoroughly explained in 4.5.5 “Analysis: Major and minor findings”, and a short survey of the main results have been presented in this section. All the same I will below indicate some similarities and differences among the responses of the two groups. Since the textbook comprises *textbook*, *workbook*, *CDs* and *website*, the phrases or key words about each teaching material will be presented in due course.

<u>ACROSS</u>	<i>Strong aspects</i>	<i>Weak aspects</i>
Textbook:	Texts good and varied, book well structured, nice illustrations, easy language, have got more knowledge about the USA and the UK, words in the margin, good short stories	Boring texts/do not generate any motivation, too much history, too little everyday English, a shallow textbook/do not go into a subject in depth, the persons seem unrealistic, young people seem too grown up when talking, too little literature dealing with American and British culture, too much difficult language, textbook too thick, exercises should succeed each text, not at the end of a whole chapter
Workbook:	Varied and instructive exercises, exercises in separate workbook	Confusing workbook with difficult exercises, few exercises dealing with the contents of the texts, few oral tasks, hardly any grammar, too many exercises to each text
CDs	Good	No comments
Website	No comments	Too little time for working with computers

<u>Passage</u>	<i>Strong aspects</i>	<i>Weak aspects</i>
Textbook (all-in-one book)	Tidy and well arranged, varied and instructive, easy texts and language, sensible splitting up of subjects, mixture of factual texts and literature, good factual texts about the USA and the UK, some funny texts, exercises succeed each text, good illustrations, words and definition of words in the margin	Poor and boring texts and fact files, exercises to texts boring, some texts with difficult language, few genuine texts/many old ones, poor short stories, few facts about authors, few oral tasks, few factual American and British texts, lack of texts with everyday language, some funny exercises, few texts including countries outside the USA and the UK, texts about the USA and the UK are mixed/confusing/difficult to follow, too few project- and group exercises, few essay suggestions, few illustrations, lack of glossary at the back of the book, miss grammar in the textbook
Workbook with grammar exercises	Good grammar exercises in the workbook, varied and instructive exercises	Poor workbook
CDs	Good CDs	CDs never played
Website	No comments	Never using the website

The aspects about the textbooks, which both groups of respondents agree on, will be briefly summed up below. Other diverging points of view, however, have been outlined above.

Both *Across* and *Passage* respondents think their *textbook* has good and some funny illustrations. New words and definitions of words in the margin are of great importance. The texts are tidy, varied and well structured and the language mostly easy. Both readers think the exercises should succeed each text. Some of the respondents feel that some texts are boring and do not generate any motivation. They also indicate that there is a tendency to include too much history in the texts. Some students from both groups ask for more relevant literature in the books. Only *Across* has got a separate traditional *workbook*, and most of the respondents prefer having exercises in a separate workbook. In addition they think the exercises are varied and instructive. *Passage* as an all-in-one book has a separate *workbook with grammar exercises*, but the traditional exercises are found in the textbook. Only few students use this workbook, obviously depending on the choice of their English teacher. Some students using this book say it has some good grammar exercises. As to the *CDs* both groups are satisfied. Many students want more time for the use of the computer and the *websites* of their textbooks.

Research question 3:

3) How do the students imagine the ideal textbook?

The answers to this question are based on the findings of survey question 6 “*Do you agree or disagree with the following statements on how the ideal textbook should be?*” It has eight response alternatives, of which only the *Across* readers should tick the first one about the travel concept of the textbook. Since all the answers are distributed in the first three options, it indicates that the students have a positive attitude to the storyline approach. Both groups of respondents have the following view of an ideal English textbook in upper secondary school for general subjects:

- Factual texts about the USA and the UK should be separated from each other.
- The texts should have a simple and everyday language.
- All the texts should be followed by questions, testing the comprehension of the contents.
- The activities should contain both oral and written tasks.

The following differences could be traced:

We have to keep in mind that *Across* has a separate workbook and *Passage* is an all-in-one book.

Across respondents:

- Many of the students would have appreciated a more advanced language.
- The respondents are favourable to having the exercises in a separate workbook.
- The students want the teacher to play the CD when presenting a new text.

Passage respondents:

- For most of the students a more demanding language is of no importance.
- The respondents do not want the activities to be in a separate workbook.
- Whether the CD is being played or not, is of no great importance to the readers.

Research question 4:

- 4) How do the two textbooks deal with the pre-reading activities, how often are they used in the lessons and what do the students think is the purpose of such activities ?

Since chapter 5 on the whole is devoted to pre-reading activities in general and in the two textbooks in question, it was obvious that one of the research questions should deal with pre-reading activities. Two of the survey questions, 10 and 11, also ask the students about their knowledge about and purpose of the pre-reading activities in a teaching and learning context. The answers to research question 4 are thus based on the findings of survey question 10 “*To each chapter in your textbook there is a pre-reading activity. How often does the class use these activities?*” and survey question 11 “*The pre-reading activities can be questions, pictures, tables, surveys etc. Why do you think almost each chapter has got such a task?*” The research question consists of three parts, which will be answered in due course.

The first part “*How do the two textbooks deal with the pre-reading activities*” has been examined and explained in chapter 5 of this thesis. I will therefore focus on the last two parts “*How often does the class use these activities?*” and “*What do you think is the purpose of such activities?*” The examination of the students’ responses to the two survey questions 10 and 11 makes it possible for me to answer these two questions.

Survey question 10 “*How often does the class use these activities?*” has four answer categories to choose between; *often, sometimes, seldom and never*. The *Across* responses are mostly spread among the first three categories, while the answers of the *Passage* readers are roughly speaking limited to the two middle boxes. It does not surprise me that these activities are more frequently used by teachers using *Across* textbook, as the pre-reading activities in *Across* usually consist of one or two questions and are easily done, while in *Passage* they are more varied and comprehensive, thus requiring more time. The teacher may choose to focus on other activities instead.

The findings of survey question 11 “*Why do you think almost each chapter has got such a task?*” are used to answer the last part of the research question “*What do you think is the purpose of such activities?*” Survey question 11 has got the following response alternatives and only two answer categories to choose from; *agree and disagree*.

- Response alternatives:**
- a) Because they are going to prepare me for the topic in the succeeding text.
 - b) Because I can use my previous knowledge about the topic when answering the exercises.
 - c) To practise written English before starting with the text.
 - d) To motivate me to go on working with the succeeding text.
 - e) Because they are supposed to be a point of departure for brainstorming in groups or in class.

The responses to survey question 11 surprised me. Quite a lot of the respondents in fact refrained from answering, and those who did answer, agreed with almost each statement. These results may illustrate that the teacher had not included these exercises in his lesson at all, or, alternatively, how unaware the students were about the purpose of this type of exercises.

6.2 Summing up: Findings

The next step will be to assess whether my hypothesis, which I hoped would help me test whether my research questions were specific enough, is verified or not. I had the following

hypothesis which embodied my initial views on the untraditional textbook *Across* and the pre-reading activities as frequently used activities in the classroom:

Across with its untraditional organization and presentation of texts and contents and its fairly easy language would create a higher motivation for learning and accordingly lead to a conception of better English skills and knowledge. Pre-reading activities as important aspects of each text in Across and Passage were frequently used as oral activities in the classroom.

On the basis of the findings I can't see any tendency in direction of a higher motivation for learning among the users of *Across*. On the contrary, some *Across* respondents maintain that the texts do not generate any motivation at all. Although some respondents feel their English skills and knowledge about the American and British society have improved, the tendency is not obvious. Opinions differ in most areas. Furthermore, what surprises me a lot, however, is that the pre-reading activities are unfamiliar to many students. Even though all the responses to the question "*How often does the class use these activities?*" are distributed in the first three options; *often, sometimes and seldom*, thus illustrating they are a part of the teaching, the occasional results on survey question 11 "*Why do you think almost each chapter has got such an activity?*" indicate that the students are completely unaware of the purpose of these activities. This tendency is common to both *Passage* and *Across* readers.

In the light of this, my assumption that *the untraditional presentation of texts and contents in Across would lead to a higher motivation for learning and a conception of better English skills and knowledge* fell short of my expectations. The findings from both groups of respondents as regards the questions about improved skills and knowledge were on the whole identical. Nor were pre-reading activities important aspects in the English lessons as I had expected. I must therefore admit that the findings more likely confirm the invalidity of my hypothesis rather than the validity of it.

To tell the truth I had expected a greater variety among the answers between the two groups of respondents. Comparing the findings of the two groups the results surprised me a lot, since the answers of the *Across* respondents corresponded mainly with the answers from the *Passage* respondents, either in the positive or negative direction.

The last section of this chapter will be devoted to some considerations from a teacher's point of view. This will, of course, be a completely personal matter, but my long teaching experience will hopefully be of importance. I will include the aspects I feel important and relate them to the students' answers.

Across:

The textbook is extremely thick, consisting of about 400 pages. It is important to have in mind that the textbook only contains the factual and literary texts. In addition, there is a rather thick workbook, including all the exercises to the texts. It actually surprised me that so few called attention to this.

Some students indicate that the textbook is too shallow, i.e. facts about the USA and the UK are superficially presented. The website, on the other hand, has lots of additional materials, but few students bother to take responsibility for their own learning and voluntarily spend time on additional work at home. I agree that this may be a problem, and my experience with this book has been that greater demands are made upon the teacher's preparations of his teaching. Some of the students in fact emphasized this aspect as important.

To use the CDs when presenting a new text is a necessity because of the long chapters. The website is extremely good and deserves to be an inevitable part of the teaching.

The pedagogical approach, the storyline method, in my opinion, mostly favour the students who are not so motivated, while students, who want to immerse themselves in the subject, regard this as a shallow approach.

Passage:

From my point of view the splitting up of American and British texts has been disturbing. Some of the respondents also emphasize this factor. The all-in-one book, where the exercises, succeeding the texts, are relevant and varied. Most of the students say the CDs are of no great importance to them, which is understandable, since the texts are short and the language not too difficult. The *Passage* I know, was published in 2000 and has not got the same website as *Across*, which was published in 2004.

7. Conclusion and discussion

This chapter will look back and briefly sum up the different chapters. Since all chapters have got “summing up” sections at the end, the reader is referred to these for details. I will discuss some of the major findings of my survey, but also point at some interesting findings which I have not focused on in detail earlier in this thesis. Finally some future aspects concerning some of the findings will be dealt with.

7.1 Looking back

In the *first chapter* I have presented the topic of my thesis and the reason for this choice. I have introduced my research questions and explained why these questions are of importance when constructing a questionnaire and analysing the results. I have also briefly explained some significant terms and sources I have used during my work on this thesis. The *second chapter* has proved that the 1994 syllabus is influenced by current theoretical insight and that the textbooks reflect these ideas. In *chapter 3* the two textbooks have been presented and the pedagogical approach of the textbook writers have been thoroughly dealt with. *Chapter 4* includes the research study, the construction, preparation and conducting of it. Finally major and minor findings of the analysis have been explained and discussed. Pre-reading activities is the topic in *chapter 5*, where the system of classifying activities in *Across* and *Passage* is presented and followed by explanations using typical examples from the two textbooks. In *chapter 6* I have tried to answer my four research questions by presenting the findings of the analysis.

7.2 Discussion

One part of this thesis has been devoted to *pre-reading activities* in two textbooks, used in the foundation course in upper secondary school for general subjects, and both books have the same theoretical background for their teaching; namely the 1994 syllabus. My intention of choosing the pre-reading activities was to find out what knowledge the students possessed as to the purpose of these activities, how often they were used in the English lessons, but I also wanted to examine how the two textbooks took care of these activities as a tool for learning.

As mentioned earlier new theoretical insight a few decades ago introduced the pre-reading activities as a new type of exercise in an English textbook.

In the *theoretical* part of this thesis I have taken a look at relevant learning theories to illustrate the close relationship between the dominant learning theories and syllabus design and textbooks. I have shown that the purpose of the pre-reading activities is closely connected with the present learning theories. On the *practical* level I have analysed two books used in the foundation course to find out how the two books dealt with these activities. The most noticeable distinction was, as highlighted earlier, the great variety of activities in *Passage*, whereas *Across* had focused mostly on pre-reading questions throughout the book. Variety in itself is, in my opinion, meant to create a higher motivation for learning. In this connection the teacher should be familiar with these activities and include them in his teaching. The textbook writers have definitely emphasized these activities as imperative, also as a stimulation for interaction and oral communication, which are both stressed in the 1994 syllabus and its methodology. “The aim of the teaching is that the pupil should obtain a high level of communicative competence”(the 1994 syllabus) sums up the key influence on the syllabus of the concept of communicative competence. An interesting aspect in this connection is: How many teachers actually read the methodology? I must admit that I had not taken much notice of the methodology before I started writing this thesis. In the methodology the communicative competence concept is explained and defined more thoroughly than in the 1994 syllabus, and you also find detailed instructions of which activities to use and not to use in order to obtain “a high level of communicative competence”. As to activities my thesis only includes pre-reading activities, which are not dealt with in detail in the methodology, but the variety of methods and approaches to teaching have given me additional input, and I believe that other teachers may also benefit from examining it more closely. Perhaps the elements stressed as important in the methodology would have been recognised as more important by teachers if placed in the syllabus?

Before I deal with the other topic of my thesis, *the research study*, I will include a brief comment on some pre-reading activities in *Passage*. There are a few texts that do not have any *point of departure* activities. Some texts present a *point of departure* although no activity is included, only factual information. According to intention, a pre-reading activity should include an actual activity, not merely some background information. I doubt whether the example below from *Passage* preceding a text about the native inhabitants in Australia will

motivate a 16-year-old student to read the following story or activate his schema. I personally think an activity such as “brainstorming about Australia” could have been included.

Points of departure

“The Dreaming” refers to all that is known and all that is understood. It is the way Aboriginal people explain life and how their world came into being. It is central to the existence of traditional Aboriginal people, their lifestyle and their culture, for it determines their values and beliefs and their relationship with every living creature and every feature of the landscape. The Dreaming tells of the journey and deeds of creator ancestors.

As mentioned above my research study including the *survey analysis* should among other things give me an idea as to how often pre-reading activities were used and the students’ knowledge about them. The results show that pre-reading activities are rarely used in the English lessons. The *Across* readers in particular are of that opinion according to their responses. Furthermore it may be concluded from the answers of both groups of respondents that these activities are not enough emphasized in the teaching. I have earlier in this thesis also indicated possible reasons for this situation.

Other results of the analysis give information about the students’ experiences and personal opinions on the two textbooks in question. To a great extent the answers to the questions dealing with the textbooks were roughly speaking identical. Even the last open-ended or qualitative question did not provide anything new. There were only smaller differences to trace. What did not surprise me, however, were the negative responses from both groups as to the use of computers and internet in the lessons. I will come back to this aspect later in this chapter. Concerning the students’ opinions about the ideal textbook, their choices in fact reflected their own books. Another factor, which was of some interest in the present analysis, was how the respondents evaluated English as a school subject compared to English as a language. The findings corresponded exactly with my assumption, that most respondents liked English as a language better than English as a school subject. The wealth of interesting input of English outside the classroom must, in my opinion, be the most significant reason for this attitude.

I hope to have proved by writing this thesis that pre-reading activities are significant parts of textbook exercises, but not so commonly used as part of the teaching. Their purpose is, as earlier mentioned, to prepare for reading to understand the meaning of a text. Meaning in general became a key word in *Mønsterplanen for grunnskolen* from 1987 and onwards for all levels in the Norwegian school system. It was maintained that learning can take place through *meaningful input* as well as systematic practice, the former chiefly influenced from mentalistic and cognitive ideas. The objective was clearly communicative and the use of communicative activities was encouraged (cf. Simensen 2004: handout). Pre-reading activities meet this communicative requirement, creating meaningful interaction in the classroom.

What the learner already knows about the topic and what expectations he has, are often more important for the comprehension than understanding each word. This is the *raison d'être* of pre-reading activities. The student definitely plays a more active part in the learning process in this model than in earlier models and creates in a way his "own text." As noted earlier in this thesis, he predicts and makes hypothesis about the contents and this process can in fact be referred to as a kind of "psycholinguistic guessing game", where both psychological and linguistic elements are involved (Goodman 1967). The authors of both *Passage* and *Across* emphasize the importance of active students, and pre-reading activities should have a possibility to take care of this aim.

I will include a short note on my experience with pre-reading activities, but this is clearly on the whole subjective and others may have different experiences.

- Finding key words is an interesting technique which guides the learner to the content of the text.
- The positive aspects of using predictions, thinking about the topic helps the learner to understand the content of a text, improve the reading speed and make learning easier.
- Lead to more consciousness in reading, trying to focus on meaning, not on each word.
- Take part in class discussions, everybody gives their comments.
- Brain is more active in reading.
- More critical to the reading, using his background knowledge.
- A better understanding leads to higher motivation.

As mentioned above, pre-reading activities are different from other traditional activities succeeding texts, in such a way that each student may have the opportunity to use their own background knowledge about the topic to come. This clearly should lead to higher motivation for learning. Probably in accordance with most teachers and educationalists I want to emphasize motivation as a very important factor in learning in general. However, to motivate students for school work is getting more and more difficult nowadays. In my opinion pre-reading exercises work well in the classroom. I hope this model will survive on a par with other activities, which have functioned well in connection with reading in the classroom.

7.3 Looking forward

It would of course have been interesting to investigate other textbooks used on the same level to see how they had dealt with pre-reading activities. Most likely I would have found approximately the same types of activities as in *Passage* and *Across*. Dominant learning theories and teaching methods have clearly influenced the 1994 syllabus and the accompanying methodology *Metodisk Rettledning*. This is thus reflected in the textbooks.

From the autumn of 2006 *Knowledge Promotion*, the government's new school reform, has resulted in new syllabuses for several levels in the Norwegian school system, and the 1994 syllabus for English in the foundation course has been replaced by the 2006 syllabus.

The main intentions are among other things to give schools and teachers more responsibility and more autonomy, and *what* the learners should learn (especially in the basic skills of speaking, reading, writing and calculating) is more clearly emphasized. This year I teach English in VG1 and I use one of the new updated textbooks. I have observed that pre-reading activities are still present in the textbook, and I assume that they are included in all new English textbooks for the same level.

A new component has been added to the basic skills in the new English syllabus; namely the knowledge, understanding and use of ICT. The learners should use the computer more consciously and actively in all subjects. As far as I know, the English translation of the new syllabus is not yet available. An extract from the syllabus will illustrate why the students should have some knowledge in the digital field:

“Å kunne bruke digitale verktøy i engelsk gir mulighet for autentisk bruk av språket og åpner for flere læringsarenaer for faget. Engelskspråklig kompetanse er i mange tilfeller en forutsetning for å kunne ta i bruk digital verktøy. Samtidig kan bruk av digitale verktøy bidra til utvikling av engelsk språk-kompetanse. Kildekritikk, opphavsrett og personvern er sentrale områder i digitale sammenhenger som også inngår i engelskfaget” (Læreplanverket for Kunnskapsløftet: 95).

As regards my survey analysis two questions asked the students about how often they used the computers and why they thought the teachers did not give priority to the use of computers. The result was as I had expected. Both groups of respondents answered they had hardly used the computer in the course of the school year. It would definitely have been exciting to have asked teachers about their opinions on this matter. As explained earlier there may be many reasons for not using the computer in the teaching, but according to the 2006 syllabus the use of computers shall be a part of the teaching. Consequently there must be a formal requirement that all new English textbooks should include websites with a variety of instructive and interactive exercises. However, this requires appropriate technical equipment, which may still be in short supply at many schools. At my school all students in the foundation course for general subjects have got their own lap-tops. Consequently the teachers can no longer find any sensible excuses for not using the computer.

In that connection I ask myself the following question “Will the use of computer result in better learning?” Since this is not a relevant question in my thesis, I cannot give any further comments on this aspect. However, this is clearly an interesting topic for future research.

Another aspect is worth mentioning in this section both with relevance to my survey analysis and the new syllabus. Survey question 9 asked the students if they were familiar with literary and factual texts from other English speaking countries outside the USA and the UK. The *Across* responses illustrated that they had read very few texts from countries outside the USA and the UK. The *Passage* readers, on the other hand, were more neutral in their responses. The fact is that the new 2006 syllabus concentrates more on global English, meaning factual and literary texts also from other English speaking countries. British and American history will from now on have a more prominent place in lower secondary school.

The present study has investigated students’ experiences and personal opinions on different aspects about their English textbook, in particular the examination of pre-reading activities has been of importance and thoroughly dealt with in this thesis. We may conclude that both

textbooks in question have included such activities, though in different ways. So the concept of communicative competence is well taken care of by the authors of both books. Through interactive-based activities the students may express personal opinions and attitudes, which is clearly emphasized in the main points in target 3 “use of spoken English” and target 4 “use of written English” in the 1994 syllabus. In addition, the instructions to the pre-reading activities, in particular in *Passage*, ask the students to work in pairs or groups, thus stimulating interaction.

The 2006 syllabus has, as far as I can see, no indications which emphasize students’ personal opinions, but the communicative competence principle is still of great importance in “second language” learning, which is also clearly indicated in the communication goal in the new syllabus, including a specification of 13 different points. Both the old and the new syllabus emphasize that the learners should acquire a certain amount of knowledge of literature and of topics relating to social and cultural life in English-speaking countries. By discussing social, cultural and political aspects between their own country and the target country, they may discover both similarities as well as differences. As noted above, the new syllabus also deals with other English-speaking countries outside the USA and the UK.

As mentioned in the introduction of this thesis, doing a research study may result in an improvement of some kind; in my case an improvement in my English teaching. I actually feel I have become more conscious of at least one of the purposes of pre-reading activities; namely that the students’ active use of their relevant background knowledge or personal experiences implies one kind of differentiation, in the sense that the students bring their own personal experiences and background knowledge to the topic. Differentiation or adjusted teaching is in fact one important concept in the new school reform Knowledge Promotion.

Let us hope that *meaningful and communicative texts and active students* will further be stressed as important aspects of the pedagogical approaches of English textbooks, and that the texts and their activities will cause *enjoyment* and *fun* as well. According to chapter 2 “Attainment targets and focal points” in the 1994 syllabus “one fundamental aim of working with English is the stimulation of enjoyment and interest and a desire to make the learning of English a lifelong pursuit” (the 1994 syllabus: 26). Another factor of great importance is *reflection*, which is greatly emphasized by the authors of *Across*. Getting to know native speakers of English and their culture by travelling through the USA and the UK, will make

the students reflect on their own culture and see it in a more critical light. How the concept of communicative competence, however, will be taken care of in the future ICT society, is an issue which worries me, but it is to be hoped that the concept will give both challenges as well as opportunities.

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9. Appendix: The questionnaire for the students

SPØRREUNDERSØKELSE

1. Er du *jente* eller *gutt*? Sett kryss!

Jente
☐

Gutt
☐

2. Hvordan liker du engelsk som *språk*? Sett ett kryss!

Svært godt
☐

Meget godt
☐

Godt
☐

Misliker mer enn liker
☐

Liker ikke
☐

3. Hvordan liker du engelsk som *skolefag*? Sett ett kryss!

Svært godt
☐

Meget godt
☐

Godt
☐

Misliker mer enn liker
☐

Liker ikke
☐

4. Hvilken *karakter* fikk du i engelsk i 1. termin? Sett ett kryss!

6
☐

5
☐

4
☐

3
☐

2
☐

1
☐

5. Hvilket *lærerverk* har du brukt i år? Sett ett kryss!

Across
☐

Passage
☐

6. Hvor enig/uenig er du i følgende påstander om hvordan *det ideelle læreverket* (tekstbok, arbeidsbok, CDer) i engelsk bør være. Du som bruker *Across*, skal sette et kryss ved alle punktene. Bruker du *Passage*, skal du sette et kryss ved alle, bortsett fra a). Sett ett kryss ved hvert punkt!

- | | Helt enig | Delvis enig | Delvis uenig | Helt uenig |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Innholdet i hele tekstboka bør være laget som en reise gjennom USA og | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Storbritannia. (Du som bruker *Across*, skal svare dette punktet.)

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| b) | Kunnskapsstoffet om USA og Storbritannia bør skilles fra hverandre og stå i egne faktatekster. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Språket i tekstene bør være enkelt og dagligdags. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Språket kan godt være noe mer krevende. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Arbeidsoppgavene bør stå i egen arbeidsbok. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Alle tekster bør ha spørsmål som tester forståelsen av innholdet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) | Arbeidsoppgavene til en tekst bør omfatte både muntlige og skriftlig øvelser. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) | CDene bør alltid spilles ved gjennomgåelse av ny tekst. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7.

- a) **Hvor ofte har du brukt læreverkets *website* i engelsktimene på skolen? Sett ett kryss!**

Ofte	Av og til	Sjelden	Aldri
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b) **Hvor ofte har du brukt *websiden* i fritimer eller hjemme for å fordype deg temaet? Sett ett kryss!**

Ofte	Av og til	Sjelden	Aldri
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. **Hvis du har satt kryss ved ”sjelden” eller ”aldri” på 7 a), kan du ta stilling til utsagnene nedenfor slik du oppfatter situasjonen.**

- | | Helt riktig | Delvis riktig | Delvis uriktig | Helt uriktig |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Det finnes ikke nok datamaskiner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ved skolen.

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| b) | Datarommene er alltid opptatte. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Lærer føler det ikke er tid til å bruke websiden. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Lærer foretrekker klasseromsundervisning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Lærer er lite interessert i å bruke internett i undervisningen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Lærer synes at tekstboka har nok stoff om temaet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Læreverket ditt har også tekster fra *andre engelskspråklige land enn USA og Storbritannia* (Australia, New Zealand, Canada, India eller Afrika). Hvor ofte har du faktatekster eller litteratur fra disse landene? Sett ett kryss ved hvert punkt!

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Ofte | Av og til | Sjelden | Aldri |
| a) | Faktatekster: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | Noveller/romaner/utdrag av noveller/skuespill/dikt: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Til hvert kapitel i tekstboka til læreverket ditt er det en "førlesningsoppgave". I *Across* heter de "Trigger Questions", mens i *Passage* heter de "Points of departure". Hvor ofte bruker klassen disse oppgavene? Sett ett kryss!

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Ofte | Av og til | Sjelden | Aldri |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Førlesningsoppgavene kan være spørsmål, bilder, tabeller, oversikter etc. Hvorfor tror du nesten hvert eneste kapitel har en førlesningsoppgave? Sett ett kryss ved hvert punkt!

- | | | | |
|----|---|--------------------------|--------------------------|
| | | Enig | Uenig |
| a) | Fordi de skal forberede meg på temaet i teksten som følger. | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|----|---|--------------------------|--------------------------|
| b) | Fordi jeg skal kunne bruke kunnskaper jeg har fra før om temaet når jeg besvarer oppgavene. | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Fordi jeg skal få skriftlig trening før jeg begynner på selve teksten. | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Fordi de skal kunne motivere meg til å jobbe videre med teksten som kommer. | <input type="checkbox"/> | <input type="checkbox"/> |
| g) | Fordi de skal være utgangspunkt for idemyldring i par/ grupper eller i klassen. | <input type="checkbox"/> | <input type="checkbox"/> |

12. Hvor mye synes du at du lærer av følgende aktiviteter i engelsktimene? Sett ett kryss ved hvert punkt!

- | | Veldig
mye | Ganske
mye | Ganske
lite | Veldig
lite |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) At lærer foreleser og forklarer, deretter jobber vi i par/grupper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) At vi driver med prosjektarbeid. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) At vi repeterer gjennomgått stoff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) At jeg jobber alene med stoff fra læreboka. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) At vi jobber to og to med fagstoffet; og lærer veileder. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) At vi prøves i fagstoff med jevne mellomrom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) At vi trener på muntlige aktiviteter på språklaboratoriet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) At vi har arbeidsøkter (studieøkter) der vi jobber med hvilket fag vi vil; på klasserom, bibliotek, datarom m.m., og der lærer kan hjelpe oss individuelt. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Engelskfaget består av ferdighetsmål og kunnskapsmål. Med ferdighetsmål menes at du skal utvikle gode ferdigheter i å forstå ulike former for muntlig språk og forstå ulike typer

skrevne tekster. Du skal også opparbeide gode ferdigheter i å kommunisere muntlig og skriftlig.

Kunnskapsmålene innebærer at du skal skaffe deg kunnskap om forhold i USA og Storbritannia og kunne gjengi og drøfte innholdet i utvalgte engelskspråklige tekster (noveller, romaner, skuespill og/eller dikt).

13.

Du har brukt *Across* eller *Passage* dette skoleåret. Nå skal du vurdere påstandene nedenfor som *riktige* eller *uriktige* ut fra din situasjon. Disse innebærer *ferdighetsmålene*.

	Helt riktig	Delvis riktig	Delvis uriktig	Helt uriktig
a) Jeg har blitt bedre til å samtale på engelsk om dagligdagse emner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Jeg har blitt flinkere til å presentere et emne eller saksforhold på en sammenhengende måte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Jeg kan bedre forstå engelsk tale; enten når lærer foreleser, på lytteprøver eller i filmer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Jeg har blitt flinkere til å lese lengre og noe vanskeligere engelske tekster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Jeg kan skrive bedre og lengre sammenhengende tekster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Jeg har blitt flinkere til å hente informasjon fra internett og skrive om det med egne ord.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Jeg kan bedre uttrykke og grunngi egne holdninger og meninger muntlig og skriftlig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Jeg har lært mange nye ord og uttrykk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Jeg har blitt bedre i engelsk grammatikk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I følgende oppgave får du spørsmål som innebærer kunnskap om USA og Storbritannia og henholdsvis amerikansk og britisk litteratur.

Hvor mye synes du du har lært om følgende temaområder i USA og Storbritannia dette året? Sett ett kryss ved hvert punkt!

14.

<u>USA:</u>	Veldig mye	Ganske mye	Ganske lite	Veldig lite
a) Amerikansk historie:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Geografiske forhold:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Samfunnsforhold og sosiale forhold.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Skikker og verdisyn:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Utdanning og arbeidsliv:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Amerikansk litteratur (noveller, skuespill, romaner, dikt):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.

Storbritannia:

a) Britisk historie:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Geografiske forhold:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Samfunns- og sosiale forhold:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Skikker og verdisyn:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Utdanning og arbeidsliv:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- f) Britisk litteratur (noveller, skuespill, romaner, dikt): ☐ ☐ ☐ ☐

16. Til slutt er jeg interessert i din personlige oppfatning om læreverket du bruker. Hva synes du er *læreverkets sterke og svake sider*? Ved læreverket menes både tekstbok, arbeidsbok, CDer og websider.

Sterke sider:

.....

.....

.....

.....

.....

.....

.....

.....

Svake sider:

.....

.....

.....

.....

.....

.....